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ABSTRACT

Materials relating to the field testing of curriculum materials (developed in Phase 1 of the project) are presented in this volume of the report. Included are the information form requiring conference participants to indicate their tentative plans for curriculum guide dissemination; the correspondence and information forms to obtain names of prospective teachers to participate in the field test; names of participating teachers; the instrument used to obtain teacher reactions to the curriculum guides; results of an item analysis used to determine the reliability of each section of the instrument; correspondence with teachers concerning all aspects of the field test; results of the teacher evaluation; and comparison of the results of student pretest and posttest scores. (RG)

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APPENDIX B

Final Report

Project No. V257018
Contract No. OEG-0-72-4677

CURRICULUM DEVELOPMENT BASIC TO THE TRAINING OF INDIVIDUALS FOR EMPLOYMENT IN AGRIBUSINESS, NATURAL RESOURCES, AND ENVIRONMENTAL PROTECTION

Curriculum Development Project
in Vocational Education
Conducted Under
Part I of Public Law 90-576

Dr. Roger Roediger, Project Director
(June, 1972 - June, 1974)
Dr. Max B. McGhee, Project Director
(June, 1974 - September, 1975)
Larry Householder, Project Director
(September, 1975 - June, 1976)

Ohio Career Education and Curriculum Management
Laboratory in Agricultural Education
The Ohio State University
2120 Fyffe Road
Columbus, Ohio 43210

June 14, 1976

VOLUME THREE OF FIVE VOLUMES

VT 103 261

CE 008 929

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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FORM A

CAREER AWARENESS AND EXPLORATION

K - 9

STATE ____________________

1. WHAT DO YOU FORESEE AS POSSIBLE USES OF THE K-6 AND 7-9 CAREER EDUCATION CURRICULUM GUIDES IN YOUR STATE? (CHECK ALL THAT APPLY.)

   ☐ PLANNING CAREER EDUCATION-CURRICULA BY ELEMENTARY AND JUNIOR HIGH TEACHERS WHICH INCLUDE CONSIDERATION OF AGRIBUSINESS, NATURAL RESOURCES AND ENVIRONMENTAL PROTECTION OCCUPATIONS

   ☐ DEVELOPING ADDITIONAL INSTRUCTIONAL MATERIALS TO SUPPLEMENT THE CURRICULUM GUIDES BY AGRICULTURAL EDUCATORS

   ☐ PLANNING AND CONDUCTING PRE-SERVICE ELEMENTARY AND JUNIOR HIGH TEACHER EDUCATION PROGRAMS DESIGNED TO INCLUDE ELMENTARY AND JUNIOR HIGH CAREER EDUCATION CONSIDERATIONS

   ☐ PLANNING IN-SERVICE EDUCATION ACTIVITIES FOR ELEMENTARY AND JUNIOR HIGH TEACHERS DESIGNED TO FURTHER IMPLEMENT CAREER EDUCATION CONCEPTS INTO CLASSROOM TEACHING

   OTHER ____

   ____

   ____

   ____

2. WHAT INDIVIDUALS IN YOUR STATE (TITLES OR POSITIONS) SHOULD BE INFORMED ABOUT THE K-6 AND 7-9 GUIDES IN ORDER TO FACILITATE DISSEMINATION TO AND ADOPTION BY ELEMENTARY AND JUNIOR HIGH TEACHERS AND CURRICULA DEVELOPERS?

   ____

   ____

   ____

   ____

3. WHAT DO YOU FORSEE AS SOME POSSIBLE PROCEDURES OR TECHNIQUES THAT COULD BE USED BY AGRICULTURE EDUCATORS TO ACQUAINT AND PROMOTE THE USE OF THESE GUIDES TO THE PERSONS IDENTIFIED IN QUESTION #2?

4. WHAT ARE SOME POSSIBLE STRATEGIES THAT COULD BE USED IN YOUR STATE TO DISSEMINATE THESE CURRICULUM GUIDES TO ELEMENTARY AND JUNIOR HIGH TEACHERS?

5. HOW MUCH TIME DO YOU FORESEE IS NEEDED TO DISSEMINATE AND FAMILIARIZE ELEMENTARY AND JUNIOR HIGH TEACHERS WITH THESE GUIDES:

1 - 3 MONTHS

4 - 6 MONTHS

7 - 9 MONTHS

10 - 12 MONTHS

12 - 18 MONTHS

19 - 24 MONTHS

- 9 ADDITIONAL QUESTIONS:

6. ARE THERE ORGANIZED CAREER EDUCATION PROGRAMS ON THE K-9 LEVEL OPERATING IN YOUR STATE?

☐ YES

☐ NO

7. IF YES, WHO IS RESPONSIBLE FOR DIRECTING CAREER EDUCATION ACTIVITIES ON THE STATE LEVEL IN YOUR STATE?

____

____

____

8. ARE THERE CURRICULUM MATERIALS AVAILABLE IN YOUR STATE IN AGRICULTURAL OCCUPATIONS FOR THE K-9 CAREER AWARENESS AND/OR EXPLORATION AREA?

K-6 (AWARENESS)	7-9 (EXPLORATION)
☐ YES	☐ YES
☐ NO	☐ NO

IF YES, HAVE THESE MATERIALS HELPED TO HAVE AGRICULTURAL OCCUPATIONS INCLUDED IN THE CAREER AWARENESS AND EXPLORATION PROGRAMS?

K-6 (AWARENESS)	7-9 (EXPLORATION)
☐ YES	☐ YES
☐ NO	☐ NO

9. ARE THERE SPECIFIC SUBJECT MATTER AREAS THAT ARE RESPONSIBLE FOR INFUSING CAREER EDUCATION CONCEPTS INTO THEIR ACTIVITIES IN YOUR STATE, I.E., SOCIAL STUDIES, ENGLISH, ETC.?

☐ YES

☐ NO

IF YES, PLEASE SPECIFY THE AREA ______________________________

FORM C

CAREER (VOCATIONAL) PREPARATION

10 - 12

1. WHAT DO YOU FORESEE AS POSSIBLE USES OF THE CAREER PREPARATION GUIDES IN YOUR STATE? (CHECK ALL THAT APPLY.)

☐ ADAPTING OR EXPANDING THE CONCEPT OF IN-DEPTH SPECIALIZED AGRIBUSINESS PROGRAMS

☐ PLANNING AND DEVELOPING COURSES OF STUDY FOR SPECIALIZED AGRIBUSINESS PROGRAMS BY STATE STAFF OR TEACHERS IN AGRICULTURAL EDUCATION

☐ LESSON PLAN DEVELOPMENT BY TEACHERS THROUGH THE USE OF THE CURRICULUM GUIDE INSTRUCTIONAL UNITS

☐ PLANNING AND DEVELOPING PRE-SERVICE TEACHER EDUCATION PROGRAMS TO PREPARE TEACHERS FOR SPECIALIZED AGRIBUSINESS PROGRAMS

☐ PLANNING AND CONDUCTING IN-SERVICE WORKSHOPS FOR CURRICULUM DEVELOPMENT ACTIVITIES BY TEACHERS

OTHER (SPECIFY) ____

____

____

____

2. WHAT ARE SOME POSSIBLE STRATEGIES THAT COULD BE USED IN YOUR STATE TO DISSEMINATE AND FAMILIARIZE VOCATIONAL AGRICULTURE TEACHERS WITH THE VARIOUS CAREER PREPARATION GUIDES?

3. WHAT TYPES OF IN-SERVICE ACTIVITIES, DO YOU FEEL ARE NECESSARY FOR VOCATIONAL AGRICULTURE TEACHERS TO MAKE MAXIMUM USE OF THE PREPARATION GUIDES?

4. WHAT ADDITIONAL TYPES OF INSTRUCTIONAL MATERIALS, DO YOU FEEL ARE NECESSARY FOR TEACHERS TO MAKE THE MOST EFFECTIVE USE OF THE PREPARATION GUIDES?

5. IF ADDITIONAL MATERIALS ARE NEEDED AS INDICATED IN #4 ABOVE, WHO SHOULD BE RESPONSIBLE FOR THE DEVELOPMENT OF THESE MATERIALS?

☐ STATE CURRICULUM LABORATORIES

☐ TEACHERS IN IN-SERVICE WORKSHOPS

☐ TEACHERS (INDIVIDUALLY)

☐ TEACHER EDUCATION STAFF

☐ STATE SUPERVISORY STAFF

6. WHAT ARE SOME POSSIBLE TECHNIQUES OR PROCEDURES THAT COULD BE USED IN YOUR STATE FOR PROVIDING THESE NEEDED INSTRUCTIONAL MATERIALS?

7. PLEASE INDICATE BELOW THE AGRIBUSINESS AREAS AND APPROXIMATE NUMBER OF SCHOOLS IN YOUR STATE WHERE THESE IN-DEPTH SPECIALIZED PROGRAMS ARE BEING OFFERED:

_____ AGRICULTURAL PRODUCTION

_____ AGRICULTURAL SUPPLIES AND SERVICES

_____ AGRICULTURAL EQUIPMENT AND MECHANICS

_____ AGRICULTURAL PRODUCTS (FOOD PROCESSING)

_____ ORNAMENTAL HORTICULTURE

_____ AGRICULTURAL RESOURCES

_____ FORESTRY

_____ ENVIRONMENTAL PROTECTION

8. HOW DO YOU THINK THE CAREER PREPARATION GUIDES COULD POSSIBLY BE USED TO EXTEND AND/OR EXPAND THE AGRICULTURAL EDUCATION PROGRAM IN YOUR STATE?

9. WHAT KINDS OF ADMINISTRATIVE LEADERSHIP ON THE STATE LEVEL IN YOUR STATE DO YOU FORESEE WOULD BE NEEDED TO EXPAND AND DEVELOP SPECIALIZED AGRIBUSINESS PROGRAMS?

10. WHAT SHOULD BE THE COMPOSITION AND ROLE OF A STATE ADVISORY COMMITTEE FOR AGRICULTURAL EDUCATION IN PROGRAM PLANNING AND DEVELOPMENT IN AGRIBUSINESS?

11. WHAT ADDITIONAL ACTIVITIES DO YOU FEEL SHOULD BE CARRIED OUT IN YOUR STATE TO DETERMINE THE OCCUPATIONAL NEEDS FOR AGRIBUSINESS AS A BASIS FOR ESTABLISHING SPECIALIZED PROGRAMS IN AGRIBUSINESS?

12. WHAT KINDS OF DECISIONS OR CONSIDERATIONS CONCERNING FINANCE SHOULD BE MADE IN ORDER TO EXTEND AND/OR EXPAND PROGRAMS IN AGRIBUSINESS?

13. WHAT STEPS SHOULD BE TAKEN IN PLANNING FACILITIES AND EQUIPMENT FOR EXTABLISHING AND CONDUCTING SPECIALIZED AGRIBUSINESS PROGRAMS?

14. FOR THE AGRIBUSINESS AREAS OTHER THAN AGRICULTURAL PRODUCTION, WHAT IS YOUR STATE'S GREATEST SOURCE OF TEACHERS? (CHECK ONE:)

☐ PRE-SERVICE AGRICULTURAL EDUCATION PROGRAMS

☐ AGRICULTURAL COLLEGE GRADUATES (NOT AGRICULTURAL EDUCATION)

☐ EXPERIENCED AGRICULTURAL BUSINESS AND INDUSTRY PERSONNEL

OTHER (SPECIFY) ________________________________

____

____

____

5. IF TEACHERS ARE NOT AVAILABLE FROM PRE-SERVICE TEACHER EDUCATION PROGRAMS IN AGRICULTURAL EDUCATION, WHAT SOURCES ARE AVAILABLE OR BEING USED IN YOUR STATE TO PROVIDE SUFFICIENT TEACHERS FOR THE SPECIALIZED AGRIBUSINESS PROGRAMS?

FORM C

STATE ______________________

THE FIELD TESTING PLAN CALLS FOR COLLECTING DATA FROM TEACHERS CONCERNING THE USE OF THE TEN CURRICULUM GUIDES. DATA WILL ALSO BE COLLECTED TO ASSESS ACHIEVEMENT OF STUDENTS ON SELECTED INSTRUCTIONAL UNITS TO DETERMINE THE RELATIONSHIP BETWEEN THEIR ACHIEVEMENT AND THE TEACHERS' REACTIONS CONCERNING THE ADEQUACY AND USEFULNESS OF THE GUIDES IN MAKING INSTRUCTIONAL DECISIONS.

IN ORDER TO FACILITATE THE COLLECTION OF THE DATA NECESSARY TO ADEQUATELY TEST THE GUIDES, ASSISTANCE WILL BE NEEDED FROM VARIOUS INDIVIDUALS THROUGHOUT THE COUNTRY. LISTED BELOW ARE VARIOUS ACTIVITIES WHERE ASSISTANCE IS NEEDED. WOULD YOU PLEASE INDICATE BY CHECK-MARK (   ) THE AREAS THAT PERSONS IN YOUR STATE COULD POSSIBLY PROVIDE ASSISTANCE IF REQUESTED.

☐ IDENTIFYING SITES (SCHOOLS) FOR TESTING SELECTED INSTRUCTIONAL UNITS OF THE CURRICULUM GUIDES

☐ IDENTIFYING TEACHERS USING OR FAMILIAR WITH THE GUIDES WHO COULD REACT TO A QUESTIONNAIRE CONCERNING THE ADEQUACY AND USEFULNESS OF THE GUIDES IN MAKING INSTRUCTIONAL DECISIONS

☐ ASSISTING IN THE ADMINISTRATION OF PRETESTS AND POST-TESTS TO ASSESS ACHIEVEMENT OF STUDENTS TAUGHT BY TEACHERS WHO HAVE USED THE CURRICULUM GUIDES FOR INSTRUCTIONAL DECISION-MAKING

PLEASE INDICATE THE AGRIBUSINESS AREA AND GRADE LEVEL(S) THAT WOULD BE FEASIBLE FOR POSSIBLE TESTING IN YOUR STATE.

☐ K-6 CURRICULUM GUIDE (CAREER AWARENESS)

☐ 7-9 CURRICULUM GUIDE (CAREER EXPLORATION)

CAREER PREPARATION GUIDES

- ☐ AGRICULTURAL PRODUCTION
- ☐ AGRICULTURAL SUPPLIES AND SERVICES
- ☐ AGRICULTURAL EQUIPMENT AND MECHANICS
- ☐ AGRICULTURAL PRODUCTS (FOOD PROCESSING)
- ☐ ORNAMENTAL HORTICULTURE
- ☐ AGRICULTURAL RESOURCES CONSERVATION
- ☐ FORESTRY
- ☐ ENVIRONMENTAL PROTECTION

THE OHIO STATE UNIVERSITY

Dear

The Career Education in Agribusiness Field Testing Project is now collecting information from participants in the May 1974 Career Education Curriculum Guide Dissemination Seminar held at The Ohio State University. We are particularly interested in your activities during the past year relative to the dissemination and use of the curriculum guides in your state. Would you please complete the enclosed questionnaire and return it to us in the self-addressed stamped envelope at your earliest convenience. This information will be summarized into statistical tables, therefore your responses will be strictly confidential.

Thanks so much for your continuing cooperation in the evaluation of these curriculum guides.

Sincerely,

Max B. McGhee, Project Director
Career Education in Agribusiness,
Natural Resources and Environmental
Protection
250 Agricultural Administration Bldg.
2120 Fyffe Rd.

MBM/cp
Enclosure:

Department of Agricultural Education | 208 Agricultural Administration Building | 2120 Fyffe Road | Columbus, Ohio 43210 | Phone (614) 422-6321

Name ______________________________

State ______________________________

______________ ________________

DO NOT WRITE IN THIS SPACE

DISSEMINATION AND UTILIZATION OF THE CAREER EDUCATION IN AGRIBUSINESS, NATURAL RESOURCES, AND ENVIRONMENTAL PROTECTION CURRICULUM GUIDES

This schedule is designed to ascertain your activities since attending the National Career Education in Agribusiness Conference at The Ohio State University, Columbus, Ohio in May, 1974, pertaining to the dissemination and utilization of the career education curriculum guides. For each question, please check or briefly list those activities in which you have been involved that reflect your efforts since the seminar.

_ 1 _ 2 _ 3

Career Awareness and Exploration (K-9 grade level)

1. In terms of disseminating the K-9 curriculum guides, I have formally or informally shared the guides with: (check all that apply)

_____ State Guidance Leaders

_____ State Vocational Education Director or Commissioner

_____ State Supervisors

_____ Local Vocational Administrators

_____ State Career Education Directors or Coordinators

_____ State Director or Commissioner of Education

_____ Career Education Project or Task Force Directors

_____ State Director of Agricultural Education

_____ Teacher Educators (Agricultural Education)

_____ Curriculum Laboratory Director

_____ Career Education Consultant

_____ Teacher Educators (Not Agriculture)

_____ Director of Staff Development and Exemplary Programs

_____ State Curriculum Directors or Specialists

_____ Elementary and Secondary Education Directors

_____ Community College Directors

_____ County Career Coordinators

_____ Research Coordinators in Vocational Education

_____ Teachers (K-9)

_____ Other (please list) __________

____

____

____

_ 4 _ 5

_ 6 _ 7

_ 8 _ 9

_ 10 _ 11

_ 12 _ 13

_ 14 _ 15

_ 16 _ 17

_ 18 _ 19

_ 20 _ 21

_ 22 _ 23

DO NOT
WRITE
IN THIS
SPACE

2. In terms of specific actions taken by me or my staff in promoting and disseminating the K-9 curriculum guides, I have assisted in or promoted the following activities: (check all that apply)

_____ A. Use of the guides in pre-service teacher education programs for prospective elementary and junior high teachers. 24

_____ B. Use of the guide in in-service programs for elementary and junior high teachers. 25

_____ C. Development of instructional materials for use by teachers in planning and developing career education curricula. 26

_____ D. Use of the curriculum guides in existing career education projects or programs. 27

_____ E. Use of the curriculum guides in new education pilot projects. 28

_____ F. Dissemination of the guides through the state curriculum laboratory or state career education centers. 29

_____ G. Other activities I or my staff members have been engaged in to help promote and/or disseminate the K-9 curriculum guides. 30

____

____

____

____

3. How do you rate the value of the K-9 curriculum guides for each of the following?

	Little Value	Moderate Value	Great Value	DO NOT WRITE IN THIS SPACE
A. Implementing Career Education in Agribusiness, Natural Resources, and Environmental Protection in elementary and junior high school curricula.	____	____	____	31
B. Familiarizing elementary and junior high school teachers with career education concepts.	____	____	____	32
C. Serving as a general structure or scheme for developing career awareness and exploration curricula in occupational clusters other than Agribusiness, Natural Resources, and Environmental Protection in elementary and junior high school programs.	____	____	____	33

Career (Vocational) Preparation (10-12 grade level)

1. In terms of disseminating the vocational preparation guides, I have formally or informally shared the material with: (check all that apply)

_____ A. Supervisory Staff in Agricultural Education 34

_____ B. Supervisory Staff in Vocational Education 35

_____ C. Other State Department of Education Personnel 36

_____ D. Teacher Education Staff in Agricultural Education 37

_____ E. Area and/or Local Supervisors of Vocational Education 38

_____ F. Local School Administrators 39

_____ G. Vocational Agriculture Teachers 40

_____ H. Legislators 41

DO NOT
WRITE
IN THIS
SPACE

_____ I. Lay Citizenry or Organizations ___ 42

_____ J. Other (please list) ______________________________

____

______________________________ ___ 43

2. In terms of specific actions taken by me since the national conference in promoting and disseminating the vocational preparation guides, I have directly or indirectly assisted in or promoted the following activities.

_____ A. Use of the guides in planning and developing in-depth specialized secondary or technical agribusiness programs. ___ 44

_____ B. Use of the guide in pre-service teacher education programs preparing teachers for specialized agribusiness programs. ___ 45

_____ C. Use of the guide in in-service workshops in which the curriculum guides were used for curriculum development and improvement. ___ 46

_____ D. Development of new instructional materials based upon material in the curriculum guides. ___ 47

_____ E. Other activities in which I or members of my staff have been involved in promoting and/or disseminating the vocational preparation guides.

____

____

____

______________________________ ___ 48 ___ 49

3. How do you rate the value of the vocational preparation guides for each of the following?

	Little Value	Moderate Value	Great Value	DO NOT WRITE IN THIS SPACE
A. Assisting in the development of state curriculum guides for vocational preparation in Agribusiness, Natural Resources and Environmental Protection.	____	____	____	___ 50
B. Assisting local administrators in planning and developing new programs.	____	____	____	___ 51
C. Assisting local teachers in updating present programs.	____	____	____	___ 52
D. Assisting teachers in developing lesson plans.	____	____	____	___ 53
E. Assisting local administrators in determining equipment and facilities needs.	____	____	____	___ 54
F. Assisting teachers in determining equipment and facilities needs.	____	____	____	___ 55
G. Assisting guidance personnel in identifying occupations and job responsibilities in Agribusiness, Natural Resources and Evvironmental Protection.	____	____	____	___ 56
H. Assisting state and/or local supervisors in evaluating specialized programs.	____	____	____	___ 57
I. Helping state and/or local supervisors give assistance in updating present program.	____	____	____	___ 58
J. Helping state and/or local supervisors give assistance in developing new specialized programs.	____	____	____	___ 59

	Little Value	Moderate Value	Great Value	DO NOT WRITE IN THIS SPACE
K. Assisting teacher educators in updating and improving courses related to curriculum planning.	____	____	____	___ 50

THE OHIO STATE UNIVERSITY

July 15, 1974

Dear

I am happy to report that the field testing phase of the Career Education in Agribusiness Project has been funded through June 14, 1976 The field testing staff has been assembled and work has begun.

In order for us to select field test sites for the various curriculum guides, it is necessary that we have some indication of the number and names of teachers who are familiar with the guides developed through the developmental phase of the project. Therefore, we need your assistance in identifying possible sites (schools) where data can be collected concerning the teachers' reactions as to the adequacy and usefulness of the guides, as well as achievement of students taught by teachers who have used the curriculum guides for instructional decision-making

We realize that little time has passed since your first exposure to the guides during the National Seminar in Columbus, and that opportunities for familiarizing teachers with the guides may be limited. But with deadlines and the need to begin identifying sites, it is necessary that we begin this phase of the project now.

Let me relate some of the plans for testing as they now stand. The first phase of testing students is slated to begin the second semester of the 1974-75 school year with a second phase during the first semester of the 1975-76 year. This will give additional time for teachers to learn about and possibly use the guides for instructional planning decisions. Tenative plans call for teachers who indicate a willingness to cooperate with the project to pick one of the selected instructional units from the curriculm guide for their program area. The units were selected by the developers of the guides to be "representative" of the

Department of Agricultural Education 208 Agricultural Administration Building 2120 Fyffe Road Columbus, Ohio 43210 Phone (614) 422-6321

content area as well as those they felt were widely taught in the particular program area(s). The teachers will then be asked to use the unit selected to plan their teaching strategy. There will be pretesting and posttesting of the students based upon the objectives specified at the beginning of the unit. These tests will be criterion-referenced in nature and will be pilot tested for validity and reliability prior to administration to the students.

It is hoped that assistance in administering these tests to the students can be received from individuals in the various states where testing sites are located. The details of this procedural assistance have yet to be determined.

With these few details, would you take a few moments to indicate on the enclosed form, the information requested for teachers in your state who possibly would be willing to participate in the field testing of the curriculum guides. Please return the form in the enclosed envelope by August 1, 1974. Your assistance and cooperation in this effort is greatly appreciated.

Sincerely,

Dr. Max McGhee
Field Testing Director
Career Education in Agribusiness,
Natural Resources and Environmental
Protection

THE OHIO STATE UNIVERSITY

The Career Education in Agribusiness, Natural Resources, and Environmental Protection Project sponsored by The U.S. Office of Education conducted at The Ohio State University is seeking some much needed information. Your name was referred to us as one who may be able to assist us by

This national project has developed a series of career education curriculum guides which includes career awareness (grades K-6), career exploration (grades 7-9), and eight vocational preparation guides (grades 10-12) for the eight specialized areas included in Agribusiness, Natural Resources and Environmental Protection. We are now in the field testing phase of this project and consequently are actively soliciting the names of teachers from throughout the country who may be interested in assisting us in this field testing process. It is for this reason your name was referred to us. You can be of great service to us by sending along the names and addresses of teachers that you feel may be interested in helping field test the curriculum guides prepared for their grade level or specialized teaching area. As we at this time have received the names of many teachers in the specialized agricultural areas (grades 10-12) you could be of great help by recommending teachers at the K-6 and 7-9 grade levels. However, we are still soliciting names of agriculture teachers in grades 10-12 for the preparation guides.

To better inform you of the content of the guides and our field testing plans, brief descriptions of each are enclosed in this letter. Also, we have enclosed a form and a self-addressed envelope for your convenience in responding to our request.

We appreciate very much any assistance you can provide us in this effort.

Sincerely,

Max B. McGhee, Project Director
Career Education in Agribusiness,
Natural Resources and Environmental
Protection

MBM/cp
Enclosures

Department [illegible]ation / 208 Agricultural Administration Building / 2120 Fyffe Road / Columbus, Ohio 43210 / Phone (614) 422-6321

Name ______________________________

State ______________________________

Please indicate the names, school addresses, and program area of teachers in your state that you feel may be willing to cooperate with us in field testing the Curriculum Guides in Agribusiness, Natural Resources, and Environmental Protection. As you recall, there are ten guides for testing:

Career Awareness K-6
Career Exploration 7-9
Career Preparation 10-12
 (1) Agriculture Production
 (2) Agriculture Supplies and Service
 (3) Agriculture Equipment and Mechanics
 (4) Ornamental Horticulture
 (5) Agricultural Products (Food Processing)
 (6) Agricultural Resources
 (7) Forestry
 (8) Environmental Protection

Name	**School Address**	**Grade Level & Area**
1. ____________	______________________	____________
	______________________	
	______________________	
2. ____________	______________________	____________
	______________________	
	______________________	
3. ____________	______________________	____________
	______________________	
	______________________	
4. ____________	______________________	____________
	______________________	
	______________________	

THE OHIO STATE UNIVERSITY

March 27, 1975

HELP! HELP! HELP!

Have you seen the Career Education in Agribusiness Curriculum Guides for grades K-6 and 7-9? These were developed by Dorothy Lawson and her staff during 1972-74 while at Eastern Illinois University. The attached sheet briefly describes these two guides.

We here at Ohio State need your help. We are currently soliciting responses from teachers who might be interested in helping field test the Career Awareness (K-6) and Career Exploration (7-9) Guides during the first semester of next year. Teachers would be asked to plan and teach one of the instructional units selected for field testing (see enclosed list). Teachers will be provided a copy of the guide and would be asked to use the guide in planning their teaching strategy. Their students would be tested to determine their achievement of the objectives found at the beginning of the unit. The testing of students will provide data to determine the relationship between student achievement and how the guide was used to assist the teacher in the planning process. Tests and answer sheets will be provided by the project staff.

Because you have been recommended as possible field testers, we would very much like to consider your classroom as a test site. If you feel that you would be interested in participating, please complete the attached PINK information form at your earliest convenience and return it to Dorothy Lawson.

Department of Agricultural Education 208 Agricultural Administration Building 2120 Fyffe Road Columbus, Ohio 43210 Phone (614) 422-6321

THE OHIO STATE UNIVERSITY

TO: MADISON, WISCONSIN TEACHERS (GRADES K-9)

FROM: MAX B. MCGHEE, PROJECT DIRECTOR, RM. 250 AGRICULTURAL ADMINISTRATION BLDG., THE OHIO STATE UNIVERSITY

RE: FIELD TESTING THE CAREER AWARENESS AND EXPLORATION GUIDES

HELP! HELP! HELP!

Have you seen the Career Education in Agribusiness Curriculum Guides for grades K-6 and 7-9? These were developed by Dorothy Lawson and her staff during 1972-74 while at Eastern Illinois University. The attached sheet briefly describes these two guides.

We here at Ohio State need your help. We are currently soliciting responses from teachers who might be interested in helping field test the Career Awareness (K-6) and Career Exploration (7-9) Guides during the first semester of next year. Teachers would be asked to plan and teach one of the instructional units selected for field testing (see enclosed list). Teachers will be provided a copy of the guide and would be asked to use the guide in planning their teaching strategy. Their students would be tested to determine their achievement of the objectives found at the beginning of the unit. The testing of students will provide data to determine the relationship between student achievement and how the guide was used to assist the teacher in the planning process. Tests and answer sheets will be provided by the project staff.

Because you have been recommended as possible field testers, we would very much like to consider your classroom as a test site. If you feel that you would be interested in participating please complete the attached PINK information form at your earliest convenience and return it to Ellen Meister.

Your assistance in this curriculum evaluation effort is greatly needed and appreciated. We are looking forward to hearing from you in the near future!!

Department of Agricultural Education 208 Agricultural Administration Building 2120 Fyffe Road Columbus, Ohio 43210 Phone (614) 422-6321

DESCRIPTION OF
CURRICULUM GUIDES FOR CAREER EDUCATION IN AGRIBUSINESS, NATURAL RESOURCES, & ENVIRONMENTAL PROTECTION

CAREER AWARENESS IN AGRIBUSINESS, RENEWABLE NATURAL RESOURCES, AND ENVIRONMENTAL PROTECTION: A CURRICULUM GUIDE FOR GRADES K-6 260 pages

This guide is intended to be used as a model to develop Career Education Experiences in a classroom program. It includes eight sample learning modules for the primary grade level (K-3) and another eight for the intermediate grade level (4-6). Each module has three basic parts: instructional information, instructional activities, and culmination or evaluation activities. The instructional information contains the career development concepts which are developed for that module, the subject matter which is needed to carry through the activities, occupational information and pupil performance objectives aimed primarily at the career development concepts. The guides also lists the grade level subject matter in the areas of mathematics, social studies, language arts, and science. Other elements of the guide include a listing of occupational cluster definitions, areas for investigation, career development concept matrix, an articulation plan for occupational study and types of learning resources.

CAREER EXPLORATION IN AGRIBUSINESS, RENEWABLE NATURAL RESOURCES, AND ENVIRONMENTAL PROTECTION: A CURRICULUM GUIDE FOR GRADES 7-9 272 pages

This guide contains eight learning modules which are designed as samples which fuse the career development concepts, subject matter, and occupational information into activities using occupations as the nucleus. There is one module for each of the eight occupational areas of agricultural production, agricultural supplies and services, agricultural equipment and mechanics, agricultural products (food processing), ornamental horticulture, renewable natural resources, forestry, and environmental protection. Each module includes instructional information, occupational information, pupil performance objectives, instructional activities, evaluation, and resources.

CAREER PREPARATION GUIDES (8)

Each of the career preparation guides listed below is directed at one of the major groups of occupations within the agribusiness, natural resources and environmental protection clusters. Each guide defines a curriculum which is based upon the competencies needed by entry level workers in the occupations. Related competencies are stated in terms of student performance objectives and are grouped into small curriculum units which can be deleted, shifted or organized easily to fit unique state or local curriculum needs. The student performance objectives are used as a basis for the content of the instructional units which also include suggested instructional areas, student learning activities, evaluation processes, instructional materials, and supporting references. Suggested facilities and equipment teacher preparation and use of advisory committees are also provided in each guide.

AGRICULTURAL PRODUCTION 692 pages

AGRICULTURAL SUPPLIES AND SERVICES 208 pages

AGRICULTURAL EQUIPMENT AND MECHANICS 328 pages

AGRICULTURAL PRODUCTS (FOOD PROCESSING) 367 pages

ORNAMENTAL HORTICULTURE 260 pages

AGRICULTURAL RESOURCES 266 pages

FORESTRY 178 pages

ENVIRONMENTAL PROTECTION 328 pages

CAREER AWARENESS AND EXPLORATION
Information Form

The following information is necessary in order to select field testing sites for the Career Education Curriculum Guides in Agribusiness, Natural Resources and Environmental Protection. By answering all the questions, you will help us have a better understanding of your program. This information will be kept in strictest confidence.

A Teacher Characteristics

1. Teacher's Name____

2. School____

School Address____

3. Superintendent's Name__________________________________

4. Principal's Name______________________________________

Principal's Address_____________________________________

5. School Phone____________________________

6. Sex: ______Male ______Female

7. Number of years of teaching experience:____________________

8. I have received career education information in the following ways: (please check all that apply)

______class in career education

______career education workshop

______personal contact

______other (specify)________________________________

______none

9. My school would be considered primarily as: (please check one)

______rural

______ suburban

______inner-city

10. How many students do you have in class in any one given day?

____

11. Please indicate how many students per grade you teach per year:

______K
______1
______2
______3
______4

______5
______6
______7
______8
______9

12. Do you teach in a self-contained classroom? ____yes ____no

13. Do you teach in a team-teaching situation? ____yes ____no

14. Do you teach specific subjects only? If yes, what subject(s)?

______yes ______________________________subject(s)

______no ______________________________

15. How would you classify your school as to type.

______traditional

______open-classroom concept

______experimental (define)______________________________
____

______other (define)______________________________
____

16. Please indicate below whether or not you have a copy of the Career Education Guides described on the information sheet enclosed with this form.

______yes ______no Career Awareness (K-6)

______yes ______no Career Exploration (7-9)

17. Please indicate the one statement below which most nearly describes your degree of interest in assisting in the field testing plan:

______I definitely want to participate in this project.
______I need more information in order to make a definite decision. The information I need is:
1.______________________________________
2.______________________________________
3.______________________________________
4.______________________________________

______I will assist if other teachers are not available.

MEMORANDUM

TO: FIELD TEST TEACHERS FOR THE CAREER EDUCATION IN AGRIBUSINESS PROJECT
FROM: MARILYNNE SNOOK, COORDINATING PERSON FOR GRADES K-6 AND 7-9
RE: PRELIMINARY PLANS FOR FIELD TESTING

We were pleased to hear from you concerning your willingness to participate in the evaluation of Career Education in Agribusiness Curriculum Guides. This letter is to inform you of some of the plans for the coming months concerning your role in the project.

Please review the enclosed material and indicate on the enclosed card the unit you will be teaching and the number of students. This information is needed as soon as possible so that an adequate number of pretests and posttests can be prepared and sent to you. Enclosed you will find:

1.) A sample unit from the curriculum guide
2.) A post card to return to us stating the grade level, number of students and your complete name and address for mailing purposes
3.) A field testing schedule sheet

Multiple-choice pretests and posttests for each of the instructional units have been developed for use in the field testing. They will be used to determine student achievement of the content included in the units. The pretests will be administered to students before the unit is taught. Teaching should occur in the month of April and posttests will follow in May (see the enclosed Field Testing Schedule).

After we receive your return post card our office will provide you with:

1.) A Curriculum Guide for your teaching purposes
2.) A sufficient number of pretests and posttests at the appropriate times in March and May.

After you have taught your unit, you will be asked to complete two or three short questionnaires concerning your teaching activities. These will require little time and effort on your part.

I trust that this information has helped you to understand the degree of involvement and cooperation we are asking from you. We are attempting to keep the amount of disruption from your normal routine and activities to a minimum. Please complete and return the enclosed card at your earliest convenience in order that we can continue to meet our schedule for field testing. If you have questions concerning the information provided thus far feel free to contact us at any time.

Thanks for your continued cooperation.

cc: Ellen Meister

FIELD TEST INFORMATION CARD

Please indicate the number of students you teach at your level: (the unit name corresponds with grade level you teach)

No. of Students	Grade Level	Name of Unit
____________	K	Peanut Butter Maker
____________	1	Park Ranger Naturalist
____________	2	Florist
____________	3	Forest Technician
____________	3	Farm Equipment Mechanic
____________	4	Environmental Technician (Noise)
____________	5	Livestock Producer
____________	6	Feed Sales Personnel

If you teach grades 7-9, choose one unit and indicate the number of students:

____________	7-9	Agricultural Products (Food Processing)
____________	7-9	Environmental Protection
____________	7-9	Forestry
____________	7-9	Ornamental Horticulture

Signature ________________________________

School Address ________________________________

____

____

THE OHIO STATE UNIVERSITY

The Career Education in Agribusiness, Natural Resources and Environmental Protection Project in the Department of Agricultural Education of The Ohio State University is looking for help! Over the past couple of weeks we have been in contact with individuals in education supervisory and teacher education positions in your state for the purpose of soliciting names of teachers who would possibly be willing to assist us in our effort. You have been referred to us by

The Career Education in Agribusiness Project is a federally funded curriculum development project that has resulted in the development of ten curriculum guides over the past two years and is now in the beginning stages of evaluating those guides in the classroom. Along with the two guides for K-6 and 7-9 grade levels there are eight guides for the career preparation phases of agriculture. Enclosed you will find a description of these guides.

The evaluation or field testing portion of this project is scheduled to begin the second semester of this school year. We are now attempting to locate teachers who would be willing to help us test the usefulness of these curriculum guides for making teaching plans as well as how the guides impact on student achievement. This assistance on the part of the teacher would consist of planning and teaching one of the instructional units found in the guide for their program area. Some teachers would be provided with a copy of the guide and would be asked to use the guide in planning their strategy. Other teachers will be asked to plan and teach the unit without the use of the guide. Their students would be tested to determine their achievement of the objectives found at the beginning of the unit. The testing of students will provide data to determine the relationship between student achievement and whether or not the guide was used to assist the teacher in the planning process.

Department of Agricultural Education / 208 Agricultural Administration Building / 2120 Fyffe Road / Columbus, Ohio 43210 / Phone (614) 422-6321

Because you have been recommended to us, we would like very much to consider your school as a possible field testing site. If you feel that you would be interested in participating in this project, please complete the enclosed information form at your earliest convenience and return it in the enclosed self-addressed stamped envelope. If your school is selected as a field testing site, we will of course make the necessary contacts to your school officials for their approval of your participation.

Looking forward to hearing from you in the near future, I remain.

Sincerely,

Max B. McGhee, Project Director
Career Education in Agribusiness
Natural Resources and Environmental
Protection

MBM/cp
Enclosures

CAREER PREPARATION GUIDES
Grades 10-12

Each of the Career Preparation Guides is directed at one of the major groups of occupations within the agribusiness, natural resources and environmental protection cluster. Each guide defines a curriculum which is based upon the competencies needed by entry level workers in the occupations. Related competencies are stated in terms of student performance objectives and are grouped into small curriculum units which can be deleted, shifted or organized easily to fit unique state or local curriculum needs. The student performance objectives are used as a basis for the content of the instructional units which also include suggested instructional areas, student learning activities, evaluation processes, instructional materials and supporting references. Suggested facilities and equipment, teacher preparation and use of advisory committees are also provided in each guide. Under the names of each of the guides, you will find the major occupational areas covered in the guide. The instructional units are grouped according to these major areas. There are from one to forty instructional units in each of these areas.

1. *Career Preparation in Agricultural Production: A Curriculum Guide for High School Vocational Agriculture* 692 pages
    - A. Units General to Agricultural Production
    - B. Animal Science
    - C. Plant Science
    - D. Agricultural Mechanics
    - E. Farm Management

2. *Career Preparation in Agricultural Supplies and Services: A Curriculum Guide for High School Vocational Agriculture* 208 pages
    - A. Units General to the Agricultural Supplies and Services Areas
    - B. Feeds
    - C. Fertilizers
    - D. Seeds
    - E. Chemicals

3. *Career Preparation in Agricultural Equipment and Mechanics: A Curriculum Guide for High School Vocational Agriculture* 277 pages
    - A. Agricultural Power Service and Repair
    - B. Assembly, Adjustment, Repair and/or Service or Agricultural Equipment

4. *Career Preparation in Ornamental Horticulture: A Curriculum Guide for High School Vocational Agriculture* 262 pages
    - A. Units General to the Ornamental Horticulture Area
    - B. Arboriculture
    - C. Floriculture
    - D. Landscape Maintenance and Establishment
    - E. Nursery Production
    - F. Turf Grass Maintenance and Establishment

5. *Career Preparation in Agricultural Products (Food Processing): A Curriculum Guide for High School Vocational Agriculture* 267 pages
    - A. Units General to the Agricultural Products Area
    - B. Meat, Fish and Poultry
    - C. Dairy (Milk) Products
    - D. Fruits and Vegetables

6. Career Preparation in Agricultural Resources: A Curriculum Guide for High School Vocational Agriculture. 267 pages
    - A. Units General to the Agricultural Resources Area
    - B. Fish
    - C. Forestry
    - D. Mining Area Restoration
    - E. Outdoor Recreation
    - F. Range
    - G. Soil
    - H. Water
    - I. Wildlife

7. Career Preparation in Forestry: A Curriculum Guide for High School Vocational Agriculture. 178 pages
    - A. Units General to the Forestry Area
    - B. Forest Establishment
    - C. Forest Protection
    - D. Logging - Harvesting and Transporting
    - E. Wood Utilization
    - F. Christmas Tree Protection

8. Career Preparation in Environmental Protection: A Curriculum Guide for High School Vocational Agriculture. 307 pages
    - A. Units General to the Environmental Protection Area
    - B. Water Treatment
    - C. Wastewater Treatment
    - D. Air Pollution Control

CAREER PREPARATION
Information Form

The following information is necessary in order to select field testing sites for The Career Education Curriculum Guides in Agribusiness, Natural Resources and Environmental Protection. By answering all the questions, you will help us have a better understanding of your vocational agriculture program. Of course, this information will be kept in the strictest confidence.

1. Name: ____

2. School Address: ____________________________________
   ____
   ____________________________________ zipcode

3. School Phone Number: _______________________________

4. Superintendent's Name: _____________________________
   Superintendent's Address: __________________________
   ____
   __________________________ zipcode

5. Principal's Name: __________________________________
   Principal's Address: _______________________________
   ____
   _______________________________ zipcode

6. Total number of years you have taught vocational agriculture ________

7. Type of specialized vocational agriculture program you now teach (check one)
   ______ Agricultural Production
   ______ Agricultural Equipment (Agricultural Machinery)
   ______ Ornamental Horticulture
   ______ Agricultural Supplies and Services
   ______ Agricultural Products (Food Processing)
   ______ Agricultural Resources
   ______ Forestry
   ______ Environmental Protection
   ______ Other (specify) ____________________________________

8. Number of years of teaching experience in your present area:
   ______ Agricultural Production
   ______ Agricultural Mechanics
   ______ Ornamental Horticulture
   ______ Agricultural Supplies and Services
   ______ Agricultural Products (Food Processing)
   ______ Agricultural Resources
   ______ Forestry
   ______ Environmental Protection
   ______ Other (specify) ____________________________________

9. Number of years of occupational experience you have which is related to your program area: ________________________________

10. How many years are ~~required for a~~ student to complete the above program. (check one)
________ less than 1 year
________ 1 year
________ 2 years
________ 3 years
________ 4 years

11. What grade levels does the specialized program in #7 encompass? (check appropriate levels)
________ 9th grade
________ 10th grade
________ 11th grade
________ 12th grade
________ 1st year post secondary
________ 2nd year post secondary

12. How many students are enrolled in the specialized agricultural program you teach? ______________

13. How many hours per week is each student in the classroom and/or related in-school laboratory? ______________________________

14. Please indicate below whether or not you have a copy of any of the Career Education Guides described on the information sheet.
________ yes ________ no Agricultural Production
________ yes ________ no Agricultural Supplies
________ yes ________ no Agricultural Equipment
________ yes ________ no Agricultural Products
________ yes ________ no Ornamental Horticulture
________ yes ________ no Agricultural Resources
________ yes ________ no Forestry
________ yes ________ no Environmental Protection

15. Please indicate the one statement below which most nearly describes your degree of interest in assisting in the field testing plan:
________ I definitely want to participate in thes project
________ I need more information in order to make a definite decision. The information I need is:
1. ____
2. ____
3. ____
4. ____
________ I will assist if other teachers are not available

TO: TEACHERS PARTICIPATING IN THE CAREER EDUCATION IN AGRIBUSINESS FIELD TESTING PROJECT

FROM: MAX B. MCGHEE, PROJECT DIRECTOR, RM. 250, AGRICULTURAL ADMIN. BLDG. THE OHIO STATE UNIVERSITY, COLUMBUS, OHIO 43201

RE: PRELIMINARY PLANS FOR FIELD TESTING

I was pleased to hear from you concerning your willingness to participate in the evaluation of The Career Education in Agribusiness curriculum guides. This letter is to inform you of some of the plans for the coming months concerning your role in the project. Enclosed you will find a list of the instructional units from the curriculum guide for your agribusiness area, which have been selected for use in the first phase of field testing. Please review this list and indicate on the enclosed card, which unit you would be willing to teach to your students sometime between March 1, and April 30, 1975. Also indicate the number of students that would be receiving instruction in this unit. It will not be necessary that all your students receive instruction in the selected unit. For example, if one or more of your classes is better suited to studying the selected unit, these should be the students taught the material. The decision as to which students will be taught is yours.

After we receive this information card from participating teachers, we will randomly select teachers to be in the following groups:

(1) Teachers who will plan and teach their selected unit using the curriculum guide as an aid in planning and teaching. The curriculum guide will be provided by our office.

(2) Teachers who will plan and teach the unit without the use of the curriculum guide. Teachers in this group will receive only the student performance objectives from the curriculum guide for their particular unit. These performance objectives will give an indication of the content to be covered in the unit.

Multiple-choice tests for each of the instructional units being used in the field test have been developed by our staff. They will be used to determine student achievement of the content included in the units. The tests will be administered to students before and after the unit is taught. Our office will be providing you with sufficient copies of the tests and other necessary materials for testing students when the time for the testing arrives.

After you have taught your unit, you will be asked to complete two or three short questionnaires concerning your teaching activities. These will require little time and effort on your part.

I trust that this information has helped you to understand the degree of involvement and cooperation we are asking from you. We are attempting to keep the amount of disruption from your normal routine and activities to a minimum. Please complete and return the enclosed card at your earliest convenience in order that we can continue to meet our schedule for field testing. If you have questions concerning the information provided thus far feel free to contact us at any time.

Thanks for your continued cooperation.

THE OHIO STATE UNIVERSITY

TO: TEACHERS SELECTED TO PARTICIPATE IN CAREER EDUCATION IN AGRIBUSINESS FIELD TESTING PROJECT

FROM: MAX B. MCGHEE, PROJECT DIRECTOR

I trust you enjoyed your recent vacation during the holiday season and are off to a successful beginning of the new year.

We here on the project are anxious to hear from you concerning your selection of the unit you wish to teach as part of the field testing program of the career education curriculum guides. In order for us to keep on schedule and provide you with the necessary materials for carrying out your role in the project, we would ask that you return the card we sent to you around the first part of December. In case you have misplaced the card, I have enclosed another one to use along with a list of the units which have been selected for use in the first phase of field testing. Please indicate your first and second choice of units as well as the other information requested on the card and return it to us at your earliest convenience.

Without your help and support this project will not reach its stated objectives.

Thanks for your assistance and cooperation. We appreciate it!!

Department of Agricultural Education / 208 Agricultural Administration Building / 2120 Fyffe Road / Columbus, Ohio 43210 / Phone (614) 422-6321

UNITS TO BE USED IN CAREER EDUCATION
FIELD TESTING PROJECT

I. AGRICULTURAL PRODUCTION

1. Livestock Selection
2. Breeding Systems
3. Balancing Rations for Livestock
4. Detecting and Controlling Common Livestock Diseases
5. Castrating, Dehorning, Identifying and Injecting Livestock
6. Market Classes and Grades of Livestock
7. Controlling Weeds in Farm Crops
8. Electric Welding in Agricultural Mechanics
9. Using Concrete on the Farm
10. Maintenance of Small Gasoline Engines
11. Operation and Care of Small Gasoline Engines
12. Electric Motors — Selection and Maintenance
13. Keeping Farm Accounts
14. Planning and Establishing Farm Reservoirs
15. Oxy-acetylene Welding
16. Determining Fertility Needs
17. Drying Farm Crops
18. Controlling Insects in Farm Crops
19. Selection of Common Hand and Power Tools
20. Grading Live Poultry
21. Grading Dressed Poultry
22. Identification and Cutting of Wholesale Beef
23. Employability Skills and Human Relations

II. AGRICULTURAL SUPPLIES AND SERVICES

1. Salesmanship and Selling
2. Business Procedures and Records
3. Determining Fertilizer and Lime Needs
4. Utilizing Chemicals for Agricultural Problems
5. Formulating Feed Mixtures
6. Making Seed Recommendations
7. Operation and Care of Small Engines
8. Human Relations in the Agricultural Supplies and Services Business

III. AGRICULTURAL EQUIPMENT AND MECHANICS

1. Salesmanship and Selling
2. Compression System of Small Engines
3. Gasoline Fuel System
4. Electrical System
5. Assembly, Adjustment, Repair and/or Service of Labor Saving and Materials Handling Equipment
6. Assembly, Adjustment, Repair and/or Service of Planting Equipment
7. Agricultural Equipment Body Reconditioning
8. The Cooling System
9. Electric Welding
10. Oxy-acetylene Welding and Cutting
11. Human Relations in the Agricultural Equipment and Mechanics Business

IV. AGRICULTURAL PRODUCTS (FOOD PROCESSING)

1. Storing Food Products
2. Stunning, Shackling and Bleeding
3. Identifying and Cutting Wholesale and Retail Beef Cuts
4. Receiving and Storing Raw Milk
5. Cleaning and Sanitizing Milk Tankers
6. Grading Live Poultry
7. Grading Dressed Poultry
8. Human Relations in Agricultural Products (Food Processing)

V. ORNAMENTAL HORTICULTURE

1. Identification and Selection of Trees and Shrubs
2. Pruning Trees and Shrubs
3. Planting Media Preparation
4. Arranging and Designing with Flowers
5. Grafting and Budding
6. Maintaining Turf Fertility
7. Turf Weed Control
8. Landscape Site Preparation
9. Operation and Care of Small Gasoline Engines
10. Propagation by Cuttings
11. Landscape Insect and Disease Control
12. Selecting Turfgrasses
13. Employability Skills and Human Relations
14. Use and Characteristics of Flowers, Plants and Decorative Materials
15. Maintenance of Small Gasoline Engines

VI. AGRICULTURAL RESOURCES

1. Maintenance of Small Gasoline Engines
2. Operation and Care of Small Gasoline Engines
3. Fish Management in Lakes, Ponds and Streams
4. Tree Identification
5. Forest Mensuration
6. Establishing an Outdoor Recreation Enterprise
7. Land Use Classification and Conservation Practices
8. Elementary Surveying
9. Wildlife Identification and Population Management
10. Water Supply and Quality Determination
11. Soil Fertility Management
12. Christmas Tree Production
13. Employability Skills and Human Relations

VII. FORESTRY

1. Chain Saw Maintenance
2. Tree Identification
3. Establishing the Forest
4. Timber Management Practices
5. Forest Mensuration
6. Felling, Limbing, and Bucking Trees with the Chain Saw
7. Scaling and Grading Lumber
8. Christmas Tree Production
9. Human Relations in Forestry

VIII. ENVIRONMENTAL PROTECTION

1. Water Sources and Uses
2. Collection of a Water Sample
3. Flow Measurement
4. Wastewater Facilities
5. Human Relations in Environmental Protection

FIELD TEST INFORMATION CARD

A. Please list your first, second and third choice of units to teach:

1st choice ______________________________
2nd choice ______________________________
3rd choice ______________________________

B. Number of students who would be receiving instruction for units in "A" above:

1st choice ______________________________
2nd choice ______________________________
3rd choice ______________________________

Signature ______________________________
Address ______________________________
____
____

THE OHIO STATE UNIVERSITY

The Department of Agricultural Education of The Ohio State University is conducting an in-school evaluation of ten National Career Education Curriculum Guides in Agribusiness, Natural Resources and Environmental Protection developed through a project funded by the U.S. Office of Education. The evaluation plan calls for participating teachers of vocational agriculture to select and teach one of the instructional units from the curriculum guide for his specialized agricultural area.

These units will be selected by the teachers in order that there is little or no disruption of their normal classroom routine. Some teachers will receive the curriculum guide for their taxonomy area (production, horticulture, agricultural mechanics, forestry, etc.) to assist them in planning and teaching the unit. Other teachers will receive only the objectives for the unit. Students will be administered a multiple choice test which is designed to inventory what students know and are able to do upon the completion of the instructional unit. These tests are based upon the objectives found at the beginning of each instructional unit. This data will be used to determine the relationship between student achievement and the extent to which teachers use the curriculum guides for planning and teaching their selected unit. Please note that this project is an evaluation of the curriculum guides and will not be used to evaluate or compare teachers and/or their programs. Participating teachers will also be asked to give us their reactions as to the adequacy and usefulness of the curriculum guide for planning and teaching the unit.

In the past few months we have contacted teachers throughout the country who have been recommended to us by agricultural education teacher educators and state supervisors as persons who might be willing to assist us in this effort.

Department of Agricultural Education / 208 Agricultural Administration Building / 2120 Fyffe Road / Columbus, Ohio 43210 / Phone (614) 422-6321

, teacher of agriculture at
has agreed to help us in this project pending approval from your office. We ask your cooperation and assistance in allowing this teacher to help us achieve the objectives of this evaluation. Would you please complete the enclosed card indicating your approval of his participation, and return it to our office at your earliest convenience. If you have questions you wish answered, please feel free to contact us at anytime.

Your assistance and cooperation is greatly appreciated.

Sincerely,

Larry Householder, Project Director
Career Education in Agribusiness,
Natural Resources and Environmental
Protection
250 Agricultural Administration Bldg.
The Ohio State University

APPROVAL FORM

Please be advised that selected teachers in this district and/or school have my approval to participate in the Career Education in Agribusiness Evaluation Project.

Signed: ______________________ Date: ____________
Title: ______________________________________
Address: ____________________________________
____
____
____

Name ______________________________

School ______________________________

______________ ______________

DO NOT WRITE IN THIS SPACE

ADEQUACY AND USEFULNESS OF THE CAREER AWARENESS AND/OR CAREER EXPLORATION IN AGRIBUSINESS CURRICULUM GUIDES

The following information is necessary in order for us to determine (1) the extent to which you used the Career Awareness or Career Exploration curriculum guide for making instructional decisions and (2) your reactions about the usefulness and adequacy of the guides.

1 2 3 4

Please respond to all questions or statements according to the instructions at the beginning of each section.

PART I

1. a. Which instructional module from the curriculum guide did you use to plan your lesson?

5 6 7

____

b. From which curriculum guide did the unit above come?

_____ Career Awareness (5-6)
_____ Career Exploration (7-9)

8 9

2. Approximately how many hours did you spend in planning this unit before teaching it? (Check one)

_____ less than an hour
_____ 1-3 hours
_____ 4-6 hours
_____ 7-9 hours
_____ 10-12 hours
_____ 13-15 hours
_____ more than 15 hours

10

3. a. Approximately how long did you spend teaching the unit in the classroom?

_____ hours _____ minutes

11 12 13

b. Approximately how long did you spend teaching the unit outside the classroom?

_____ hours _____ minutes

14 15 16

4. Please indicate whether you used any of the audio-visual aids listed below in teaching the unit. (Check all that apply)

_____ Transparencies
_____ Slides (35mm)
_____ Films (16mm)
_____ Film strips
_____ Film loops (8mm)
_____ Video tape
_____ Tape recorder
_____ Camera
_____ Portable laboratory
_____ Other (specify) ______________

17 18 19 20

21 22 23 24

25 26

PART IIA. For the activities below, please indicate (1) in the left column the extent to which you used the curriculum guide to achieve the activity and (2) in the right-hand column, the value you think the curriculum guide was for achieving each listed activity.

Extent Used		Value	
did not use ← 0 1 2 3 4 5 → used extensively little	Determining the objectives or behavioral outcomes desired from instruction	no value ← 0 1 2 3 4 5 → of great value little	27 28
did not use ← 0 1 2 3 4 5 → used extensively little	Selecting content or subject matter	no value ← 0 1 2 3 4 5 → of great value little	29 30
did not use ← 0 1 2 3 4 5 → used extensively little	Selecting student activities	no value ← 0 1 2 3 4 5 → of great value little	31 32
did not use ← 0 1 2 3 4 5 → used extensively little	Determining techniques and procedures for evaluating student achievement	no value ← 0 1 2 3 4 5 → of great value little	33 34
did not use ← 0 1 2 3 4 5 → used extensively little	Locating teacher reference materials for use during lesson planning	no value ← 0 1 2 3 4 5 → of great value little	35 36
did not use ← 0 1 2 3 4 5 → used extensively little	Locating resource materials for student use	no value ← 0 1 2 3 4 5 → of great value little	37 38
did not use ← 0 1 2 3 4 5 → used extensively little	Determining what instructional materials and equipment are needed	no value ← 0 1 2 3 4 5 → of great value little	39 40

PART IIB

In the complete curriculum guide, there are other sections or components designed to aid in planning educational programs. Please indicate the degree of usefulness you feel each of the following components has to you as a classroom teacher for planning conducting and evaluating programs.

1. Introductory section including both: "Career Education --The Step Beyond" and "Local Program Development and Implementation" sections.

not useful					very useful
0	1	2	3	4	5

___ 41

2. K-6 or 7-9 Career Development Infused Modules.

not useful					very useful
0	1	2	3	4	5

___ 42

3. "Purpose and Use of this Guide" section.

not useful					very useful
0	1	2	3	4	5

___ 43

4. "Some Questions Asked by Teachers" section.

not useful					very useful
0	1	2	3	4	5

___ 44

PART III

The following statements are designed to determine your reaction to the curriculum guide as an aid in planning and teaching. Please indicate your level of agreement or disagreement with each statement by circling the approxpriate category.

SA - Strongly Agree
A - Agree
D - Disagree
SD - Strongly Disagree

1. The objectives did not clearly state the performance(s) expected of students. SA A D SD ___ 45

2. The content areas in the "Instructional Activities" section (based on the career development concepts) are specific enough for planning a unit. SA A D SD ___ 46

3. The student activities were realistic for use in our local program. SA A D SD ___ 47

4.	The suggested student learning activities in the guide tended to stimulate my thinking to determine other activities I could use.	SA	A	D	SD	48
5.	The evaluation activities suggested are not adequate to determine how well a student can perform a task.	SA	A	D	SD	49
6.	The evaluation activities suggested were too complicated for me to use.	SA	A	D	SD	50
7.	Our school did not have adequate equipment needed for teaching the unit.	SA	A	D	SD	51
8.	The instructional materials needed for the unit are available in our school.	SA	A	D	SD	52
9.	The resources cited in the instructional units are not readily available.	SA	A	D	SD	53
10.	I would rather have instructional materials I could teach from rather than the curriculum guides for planning what to teach.	SA	A	D	SD	54
11.	I think the best use of the curriculum guide is for planning programs rather than developing teaching plans.	SA	A	D	SD	55
12.	The guide I used is superior to other available guides that I have used.	SA	A	D	SD	56
13.	I would recommend this guide to other teachers for use in planning their teaching.	SA	A	D	SD	57
14.	This curriculum guide is not as . helpful as others I have used.	SA	A	D	SD	58
15.	This curriculum guide does not contain enough content material to be very useful.	SA	A	D	SD	59

16. The suggested learning activities and evaluation activities are very helpful in planning lessons. SA A D SD 60

17. The career development concepts covered in the guide is not broken down into logical units. SA A D SD 61

18. The resource section at the end of the unit was not very helpful in planning to teach the unit. SA A D SD 62

19. The guide will be very helpful for use when determining equipment and material needs for my classroom. SA A D SD 63

20. The units in this guide are too ambiguous to be very helpful. SA A D SD 64

Name ______________________________
School ______________ ______________
____

DO NOT WRITE
IN THIS SPACE

ADEQUACY AND USEFULNESS OF CAREER (VOCATIONAL)
PREPARATION IN AGRIBUSINESS CURRICULUM GUIDES

The following information is necessary in order for us to determine (1) the extent to which you used the Career Preparation curriculum guide for making instructional decisions and (2) your reactions about the usefulness and adequacy of the guide.

1 2 3 4

Please respond to all questions or statements according to the instructions at the beginning of each section.

PART I.

1. a. Which unit from the curriculum guide did you use to plan your lesson?

5 6 7

____

b. From which curriculum guide did the unit above come?

__ Agricultural Production
__ Agricultural Supplies & Services
__ Agricultural Equipment & Mechanics
__ Agricultural Products
__ Ornamental Horticulture
__ Agricultural Resources
__ Forestry
__ Environmental Protection

8 9

2. Approximately how many hours did you spend in planning this unit before teaching it: (Check one)

__ less than an hour
__ 1-3 hours
__ 4-6 hours
__ 7-9 hours
__ 10-12 hours
__ 13-15 hours
__ more than 15 hours

10

3. a. Approximately how long did you spend teaching the unit in the classroom?

_____ hours _____ minutes

11 12 13

b. Approximately how long did you spend teaching the unit outside the classroom?

_____ hours _____ minutes

14 15 16

4. Please indicate whether you used any of the audio-visual aids listed below in teaching the unit. (Check all that apply)

__ Transparencies
__ Slides
__ Films (16mm)
__ Film strips
__ Film loops (8mm)
__ Video tape
__ Tape recorder
__ Camera
__ Portable laboratory
__ Other (specify) ______________

17 18 19 20

21 22 23 24

25 26

PART IIA. For the activities below, please indicate (1) in the left column the extent to which you used the curriculum guide to achieve the activity and (2) in the right-hand column, the value you think the curriculum guide was for achieving each listed activity.

Extent Used		Value	
did not use → 0 1 2 3 4 5 ← used extensively ↑ little	Determining the objectives or behavioral outcomes desired from instruction	no value → 0 1 2 3 4 5 ← of great value ↑ little	27 28
did not use → 0 1 2 3 4 5 ← used extensively ↑ little	Selecting content or subject matter	no value → 0 1 2 3 4 5 ← of great value ↑ little	29 30
did not use → 0 1 2 3 4 5 ← used extensively ↑ little	Selecting student activities	no value → 0 1 2 3 4 5 ← of great value ↑ little	31 32
did not use → 0 1 2 3 4 5 ← used extensively ↑ little	Determining techniques and procedures for evaluating student achievement	no value → 0 1 2 3 4 5 ← of great value ↑ little	33 34
did not use → 0 1 2 3 4 5 ← used extensively ↑ little	Locating teacher reference materials for use during lesson planning	no value → 0 1 2 3 4 5 ← of great value ↑ little	35 36
did not use → 0 1 2 3 4 5 ← used extensively ↑ little	Locating reference materials for student use	no value → 0 1 2 3 4 5 ← of great value ↑ little	37 38
did not use → 0 1 2 3 4 5 ← used extensively ↑ little	Determining what instructional materials and equipment are needed	no value → 0 1 2 3 4 5 ← of great value ↑ little	39 40

PART IIB

In each of the curriculum guides there are other sections or components designed to aid in planning educational programs. Please indicate the degree of usefulness you feel each of the following components has to you as a classroom teacher for planning, conducting and evaluating programs. Your response should be related to the particular curriculum guide you used for this project.

		not useful					very useful	
1.	Recommnnded Facilities and Equipment	0	1	2	3	4	5	41
2.	Teacher Requirements and Responsibilities	0	1	2	3	4	5	42
3.	Scientific and Technical Societies and Trade Associations	0	1	2	3	4	5	43
4.	Employment Opportunities	0	1	2	3	4	5	44

PART III

The following statements are designed to determine your general reaction to the curriculum guide as an aid in planning and teaching. Please indicate your level of agreement or disagreement with each statement by circling the appropriate category.

SA - Strongly Agree
A - Agree
D - Disagree
SD - Strongly Disagree

1.	The objectives clearly state the performance(s) expected of students.	SA	A	D	SD	45
2.	The content areas in the "Instructional Areas" section of the unit are specific enough for planning a unit.	SA	A	D	SD	46
3.	The study areas were not listed in a manageable sequence for planning my teaching strategy.	SA	A	D	SD	47

4. This curriculum guide does not contain enough content material to be very useful.	SA	A	D	SD	48
5. The material in the guide was often not technically correct.	SA	A	D	SD	49
6. The student activities were realistic for use in our local program.	SA	A	D	SD	50
7. The suggested student learning activities in the guide tended to stimulate my thinking to determine other activities I could use.	SA	A	D	SD	51
8. The evaluation techniques suggested are not adequate to determine how well a student can perform a task.	SA	A	D	SD	52
9. The evaluation techniques suggested were too complicated for me to use.	SA	A	D	SD	53
10. Our school has most of the equipment suggested for teaching the unit.	SA	A	D	SD	54
11. The instructional materials recommended in the unit are available in our school.	SA	A	D	SD	55
12. The teacher references cited in the instructional units are readily available in our school or district.	SA	A	D	SD	56
13. The bibliography at the end of the unit was not very helpful in planning	SA	A	D	SD	57
14. The guide will be very helpful for use when determining equipment and material needs for our department.	SA	A	D	SD	58
15. I would rather have instructional materials i could teach from rather than the curriculum guides for planning what to teach.	SA	A	D	SD	59

16.	I think the best use of the curriculum guide is for planning programs rather than developing teaching plans.	SA	A	D	SD	60
17.	The guide I used is superior to other available guides that I have used.	SA	A	D	SD	61
18.	I would recommend this guide to other teachers for use in planning their teaching.	SA	A	D	SD	62
19.	This curriculum guide is not as helpful as others I have used.	SA	A	D	SD	63
20.	The material covered in the guide is broken down into logical units.	SA	A	D	SD	64
21.	The units in this guide are too ambiguous to be very helpful.	SA	A	D	SD	65

Item Analysis Results
Adequacy and Usefulness Instruments

Career Awareness and Career Exploration Instrument

A. Part II A

(1) Extent Used
N = 41
Kuder-Richardson Reliability Coefficient = 0.8685

(2) Value
N = 41
Kuder-Richardson Reliability Coefficient = 0.8937

B. Part III - Reaction to the Curriculum Guide as an Aid in Planning and Teaching
N = 11
Kuder-Richardson Reliability Coefficient = 0.9447

Career Preparation Instrument

A. Part II A

(1) Extent Used
N = 41
Kuder-Richardson Reliability Coefficient = 0.8685

(2) Value
N = 41
Kuder-Richardson Reliability

B. Part III - Reaction to the Curriculum Guide as an Aid in Planning and Teaching
N = 23
Kuder-Richardson Reliability Coefficient = 0.8821

Name ________________ ________________
School ________________________________
____

DO NOT WRITE
IN THIS SPACE

OE 419
OMB #51
S 75046

PLANNING AND TEACHING PROCEDURES

Instructions: The following information is necessary in order to determine the procedures and/or techniques you used during the planning and teaching of your selected instructional unit. Please answer all questions.

___ ___ ___ ___
1 2 3 4

PART I

1. What specific instructional unit (not area) did you teach?

___ ___ ___
5 6 7

____

2. Did you write specific student performance objectives for this unit?

___
8

_____ Yes
_____ No

3. What references did you use to plan for and teach the unit?

___ ___ ___
9 10 11

a.

b.

c.

d.

4. What references did your students use for this unit?

___ ___ ___
12 13 14

a.

b.

c.

d.

5. Please list and describe briefly the field trips taken during the teaching of this unit.

a. ____

____

15 16

b. ____

____

17 18

6. Please list and briefly describe the demonstrations conducted during the teaching of this unit.

a. ____

____

19 20

b. ____

____

21 22

7. Please describe the nature of the content covered by "outside" speakers you had during this unit. What are the positions or titles of these persons?

a. ____

____

23 24

b. ____

____

25 26

8. Please describe briefly the experiments or laboratory exercises that your students conducted which pertain to the unit of instruction taught.

a. ____

____

27 28

b. ____

____

29 30

9. Please list and describe briefly the audio-visual aids you used while teaching the unit. Include such aids as films, filmstrips, slides, film loops, video tapes, audio tutorial devices, etc.

a. ______________________________ $\overline{31}$ $\overline{32}$ $\overline{33}$

____

b. ______________________________

____

10. Please list and describe any other learning activities or techniques used during the teaching of the unit not covered in questions 5 - 9 above.

a. ______________________________ $\overline{34}$ $\overline{35}$

____

b. ______________________________

____

11. Please list and briefly describe the evaluation techniques or activities you used to measure student achievement during the teaching of the unit.

a. ______________________________ $\overline{36}$ $\overline{37}$

____

b. ______________________________

____

12. Date you completed teaching the unit. ______________

13. Date you gave the posttests. ______________ $\overline{38}$ $\overline{39}$

14. What grade level are the students that you taught this unit to? ______________________________ $\overline{40}$

THE OHIO STATE UNIVERSITY

MEMORANDUM

TO: FIELD TESTING TEACHERS FOR THE CAREER EDUCATION IN AGRI-BUSINESS PROJECT

FROM: MARILYNNE SNOOK, GRADES K-6 AND 7-9 COORDINATOR, ROOM 250 AGRICULTURAL ADMINISTRATION BLDG. THE OHIO STATE UNIVERSITY

RE: CURRICULUM GUIDE AND UNIT INFORMATION

We here in Ohio are pleased to provide each participating teacher a copy of the Career Education in Agriculture Curriculum Guide. These guides provide the units needed in field testing as well as other units. This guide is your working copy. Do not return the guide to us.

The unit you will be teaching is:

Unit Title: ______________________________ Grade ___

This unit is marked in the Table of Contents of the guide and also is marked in the upper right-hand corner of the first page of the unit itself. You may use this guide in any manner you deem desirable.

Also with the guide we are enclosing a few copies of Class Activities for your unit. These were developed as additional instructional or evaluative activities. The activities on this Class Activities sheet deal primarily with the psycho-motor domain in learning.

You will note that products are requested to be sent to us as a result of the Class Activities and unit lessons. These products are not evaluated by our project staff, instead they are used to develop other activities and to enrich articles and reports that will be written concerning the total Career Education in Agriculture Project.

Please remember ... the Class Activities are suggested -- not required. Feel free to add any additional ideas and activities that you and your students used with the unit. Please send us a description of any additional activities develop.

Department of Agricultural Education / 208 Agricultural Administration Building / 2120 Fyffe Road / Columbus, Ohio 43210 / Phone (614) 422-6321

The guide and class activities should help in planning teaching strategies. With this letter you are receiving:

1. the guide (including unit) and
2. the class activities sheets

At present we are receiving your cards indicating class sizes. We are preparing the appropriate numbers of pretests. These will be sent to you soon.

Thank you for your continued cooperation.

THE OHIO STATE UNIVERSITY

MEMORANDUM

TO: FIELD TEST TEACHERS FOR THE CAREER EDUCATION IN AGRICULTURE PROJECT

FROM: MARILYNNE SNOOK, GRADES K-6 AND 7-9 COORDINATOR, ROOM 250 AGRICULTURAL ADMINISTRATION BUILDING. THE OHIO STATE UNIVERSITY

RE: CORRECTION NOTICE FOR CURRICULUM GUIDE AND UNIT INFORMATION

In the process of assemblying the Curriculum Guide and Unit information for teachers, we put incorrect second pages on the teacher letters. We are sending you the correct letter at this time. Please check page two of the teachers letter for differences.

We are also sending the pre-test materials to you at this time. The number of tests correspond closely to the number you indicated on the card you returned to us. If there are changes, please notify us immediately. (614/422-5227)

Please return the pre-tests immediately after you administer them and before you teach the unit. (For Madison, Wisconsin Teachers: Please refer to Ellen Meister's memorandum of February 11th for detailed instructions.) We will expect the return of pre-test in early April.

Thank you for your continued cooperation.

Department of Agricultural Education / 208 Agricultural Administration Building / 2120 Fyffe Road / Columbus, Ohio 43210 / Phone (614) 422-6321

THE OHIO STATE UNIVERSITY

MEMORANDUM
March 25, 1975

TO: TEACHERS PARTICIPATING IN CAREER EDUCATION CURRICULUM GUIDE FIELD TESTING PROJECT

FROM: MAX B. MCGHEE, PROJECT DIRECTOR

The pretests (tests given before teaching the unit) are coming into the office at a rapid rate, however we need to have responses from all of you if this field test of the curriculum guides is going to be sucessful! To date we have approximately 30% of the tests and answer sheets returned and we need 100%!! If you have not yet given the tests we sent a few weeks ago, please do so at your earliest convenience and return them to us. Remember, after the tests are given you are to teach your selected unit to the students. We will be sending you student tests the last of April that are to be administered after you have taught the unit.

If you have already sent back the tests and answer sheets to us, please disregard the request.

We appreciate your continued assistance and cooperation with the curriculum guide evaluation. Thanks!

Department of Agricultural Education / 208 Agricultural Administration Building / 2120 Fyffe Road / Columbus, Ohio 43210 / Phone (614) 422-4321

THE OHIO STATE UNIVERSITY

MEMORANDUM

TO: FIELD TEST TEACHER FOR THE CAREER EDUCATION IN AGRICULTURE PROJECT

FROM: MAX B. MCGHEE, PROJECT DIRECTOR, RM 250 AGRICULTURAL ADMINISTRATION BLDG. , THE OHIO STATE UNIVERSITY.

RE: POSTTESTING
TEACHER QUESTIONNAIRES

Thanks for your prompt return of the pretests. You are making our job a pleasure!!

Marilynne Snook has left the project to assume a position of Program Specialist with the Kentucky Cooperative Extension Service, therefore I am writing to you concerning your responsibilities for completing the activities involved with the project.

This mailing includes the posttesting materials for your students as well as two questionnaires we would like for you to complete and return with the posttests. We are sending the same number of tests as before. If you have extras you may keep them if you wish. Upon inspection of the tests, you will note that they are the same as the pretests. We appreciate your comments relative to the improvement of the test, however in order to have valid data for this group of students, it is necessary to use the exact same tests. Your suggestions were not in vain because they will be used to improve the tests for the fall field testing with another group of teachers.

You are to conduct the testing as per the teacher directions with the tests. For grade 4-9 teachers, you will note that the answer sheets are red and the answers selections are lettered the same as the tests (A,B,C,D,E). Hopefully, this will make it easier for your students. After you have given the tests and completed the two teacher questionnaires, please return them to our office. (Madison, Wisconsin teachers: Return your materials to Ellen Meister using the same procedures as with the pretests).

If you are missing any materials or have questions, please feel free to contact us (614/422-4227) at any time.

Thanks again for your continued assistance and cooperation.

Department of Agricultural Education / 208 Agricultural Administration Building / 2120 Fyffe Road / Columbus, Ohio 43210 Phone (614) 422-6321

THE OHIO STATE UNIVERSITY

MEMORANDUM

TO: FIELD TESTING TEACHERS FOR THE CAREER EDUCATION IN AGRIBUSINESS, NATURAL RESOURCES, AND ENVIRONMENTAL PROTECTION PROJECT

FROM: LARRY D. HOUSEHOLDER, PROJECT DIRECTOR 250 AGRICULTURAL ADMINISTRATION BLDG. THE OHIO STATE UNIVERSITY

RE: FIELD TEST INFORMATION, CURRICULUM GUIDE, PRETESTING OF STUDENTS

The career education project staff was pleased to receive your pink information form this summer concerning your interest in assisting us in the field test of the National Career Education Curriculum Guides. As a participant in this field test we are requesting that you become involved in the following manner:

1. Administer and return the pretests which are enclosed in this mailing. If you teach grades K-3 there will be one (1) test to administer (cognitive test only). If you teach grades 4-6, there will be two (2) tests to administer (cognitive and affective tests). Teachers for grades 4-6 will also receive a transparency to assist them in administering the tests.
2. Teach the unit for your grade level between the time you administer the pretests and November 30, 1975. The unit you are to teach is marked in the enclosed guide.
3. Administer the posttests upon completion of the unit. The posttests will be mailed to you around November 20, 1975.
4. Complete two short questionnaires concerning the teaching of the unit at the time of posttesting.
5. FOR THOSE WHO WILL BE MAILING YOUR TESTS DIRECTLY TO OUR OFFICE, YOU WILL BE REIMBURSED FOR THE COST OF POSTAGE FOLLOWING THE EVALUATION.

Department of Agricultural Education / 208 Agricultural Administration Building / 2120 Fyffe Road / Columbus, Ohio 43210 / Phone (614) 422-6321

In summary, enclosed in this mailing are the pretests which should be administered to your students and returned to us as soon as possible, a copy of the curriculum guide with the unit you are to teach marked, and extra ideas for class activities that you may use. You may use the curriculum guide and the extra class activities in any manner you choose while teaching the unit.

If you have any questions concerning the enclosed material or the project, please do not hesitate to call us collect (614-422-5227)

THE OHIO STATE UNIVERSITY

MEMORANDUM

TO: FIELD TESTING TEACHERS FOR THE CAREER EDUCATION IN AGRIBUSINESS, NATURAL RESOURCES, AND ENVIRONMENTAL PROTECTION PROJECT. (GRADES 7-9)

FROM: LARRY HOUSEHOLDER, PROJECT DIRECTOR, ROOM 250 AGRICULTURAL ADMINISTRATION BUILDING, THE OHIO STATE UNIVERSITY

RE: SELECTION OF UNITS TO TEACH

Thank you for indicating an interest in assisting us in our career exploration curriculum guide field test. We are looking forward to working with you in the coming months.

Enclosed you will find a card on which you can indicate the unit from the curriculum guide that you desire to teach. As you can see, we have four units available. Please indicate your choice of unit by writing in the number of students that will be participating in the field test beside the selected unit.

For your information we are also enclosing materials describing the curriculum guides. As it may have been some time since we communicated with you last, it may serve to refresh your memory as to the contents of the curriculum guide.

Upon receipt of your completed postcard,we will immediately mail the necessary materials for you to pretest your students. A tentative time schedule for the field test is included so you will be better informed concerning your participation and can begin to plan your schedule.

If you have any questions concerning the enclosed material or the field test, don't hesitate to call us collect. (614-422-5227)

Department of Agricultural Education / 208 Agricultural Administration Building / 2120 Fyffe Road / Columbus, Ohio 43210 / Phone (614) 422-6321

THE OHIO STATE UNIVERSITY

MEMORANDUM

TO: FIELD TESTING TEACHERS FOR THE CAREER EDUCATION IN AGRIBUSINESS, NATURAL RESOURCES, AND ENVIRONMENTAL PROTECTION PROJECT

FROM: LARRY D. HOUSEHOLDER, PROJECT DIRECTOR 250 AGRICULTURAL ADMINISTRATION BLDG. THE OHIO STATE UNIVERSITY

RE: CAREER EDUCATION PROJECT INFORMATION, TENTATIVE FIELD TEST SCHEDULE

The Career Education project staff was pleased to receive your information form indicating your interest in assisting in the field test of the National Career Education Curriculum Guides. The Career Education in Agribusiness Project is a federally funded curriculum development project which has resulted in the development of ten curriculum guides over the past three years. The guides for grade levels k-6 (career awareness) and grades 7-9 (career exploration) were developed by Dorothy Lawson and her staff while at Eastern Illinois University. Along with these two guides, there were eight guides developed for the career preparation phase of agriculture. The project staff is now implementing an extensive, in-school, evaluation of the Career Education Curriculum Guides. It is in this effort that your assistance is of great value.

As a participant in the field test, we are requesting that you become involved in the following manner:

1. Pretest students - October 10 - 20
2. Teach the selected unit using the Career Education Curriculum Guide between the time you administer the pretests and November 26.
3. Administer and return posttests during the first two weeks of December.
4. Complete two short questionnaires concerning the teaching of the unit.
5. You will be reimbursed for any postage costs incurred following the field test.

Department of Agricultural Education / 208 Agricultural Administration Building / 2120 Fyffe Road / Columbus, Ohio 43210 / Phone (614) 422-6321

Enclosed you will find information concerning the Career Awareness and Exploration Guides as well as the units available for field testing. Many teachers have indicated a preference for the unit they will teach. However, it would be desirable for teachers to test the unit available for the grade level they teach as much as possible. Our records show that you will be teaching the following unit:

____

If you are planning to teach a different unit from the one listed above or have additional questions concerning the project, please call us collect (614-422-5227) before October 10. If we do not hear from you, we will assume the above information is acceptable to you and we will mail the pretests for you to administer.

Again, thank you for indicating an interest in assisting in the field test of the National Curriculum Guides. We look forward to working with you in the coming months.

THE OHIO STATE UNIVERSITY

MEMORANDUM

TO: FIELD TESTING TEACHERS FOR THE CAREER EDUCATION IN AGRI-BUSINESS PROJECT

FROM: LARRY HOUSEHOLDER, PROJECT DIRECTOR ROOM 250 AGRICULTURAL ADMINISTRATION BLDG. THE OHIO STATE UNIVERSITY

RE: CURRICULUM GUIDE AND UNIT INFORMATION

We here in Ohio are pleased to provide each participating teacher a copy of the Career Education in Agriculture Curriculum Guide. These guides provide the units needed in field testing as well as other units. This guide is your working copy. Do not return the guide to us.

The unit you will be teaching is:

Unit Title: ____ Grade: ____

This unit is marked in the Table of Contents of the guide and also is marked in the upper right-hand corner of the first page of the unit itself. You may use this guide in any manner you deem desirable.

Also with the guide we are enclosing a few copies of Class Activities for some units. These were developed as additional instructional or evaluative activities. The activities on this Class Activities sheet deal primarily with the psycho-motor domain in learning.

You will note that products may be sent to us as a result of the Class Activities and unit lessons if you desire. These products will not be evaluated by our project staff, instead they will be used to enrich articles and reports that will be written concerning the total Career Education in Agriculture Project.

Please remember ... the Class Activities (if provided) are suggested — not required. Feel free to add any additional ideas and activities that you and your students used with the unit. Please send us a description of any additional activities developed.

Department of Agricultural Education / 208 Agricultural Administration Building / 2120 Fyffe Road / Columbus, Ohio 43210 / Phone (614) 422-6321

The guide and class activities should help in planning teaching strategies. With this letter you are receiving:

1. the guide (including unit)
2. the class activities sheets
3. pretests to be administered and returned as soon as possible (you will be reimbursed for postage)

The number of pretests mailed to you is based upon the information we received on your information form. When possible, we have included additional copies. If you have more students than pretests, use your own judgment in selecting the students to be included in the testing phase of the field test.

If you have any problems or concerns please do not hesitate to call us collect (614-422-5227) so that we may assist you.

Thank you for your continued cooperation.

THE OHIO STATE UNIVERSITY

MEMORANDUM
November 5, 1975

TO: TEACHERS PARTICIPATING IN CAREER EDUCATION IN AGRIBUSINESS
CURRICULUM GUIDES FIELD TESTING PROJECT

FROM: LARRY D. HOUSEHOLDER, PROJECT DIRECTOR

In reviewing our records, we noticed that your pretests have not as yet arrived in our office. It is very important that you administer and return the pretests which were mailed to you before you begin teaching your selected unit. If you will not begin teaching the unit until sometime in November, please administer the pretests now and return them to us. The time lag between the time you administer the pretests and the time you begin teaching the unit is not critical. Therefore, it will help us in our record keeping and data analysis if you will return the pretests promptly.

Remember, the curriculum guide has been provided to assist you in teaching the selected unit. You may make any additions or deletions of items or materials that seem desirable. The units need not be taught in one block of time as most work well when incorporated into a number of days.

The posttests, which are to be administered upon completion of the unit, will be mailed to you toward the end of November. Hopefully, you will be able to return the pretests to us, teach your selected unit, and administer and return the posttests by the end of December. If we can keep close to our schedule, we feel we will cause a minimum of disruption in your routine and our job will be made much more pleasant.

Again, we appreciate your interest in assisting in this important evaluation. If you are experiencing difficulties or have unanswered questions, please do not hesitate to call. (call collect 614-422-5227) We look forward to receiving your pretests in the near future.

P.S. If you have already mailed your pretests, thank you for your promptness.

Department of Agricultural Education / 208 Agricultural Administration Building / 2120 Fyffe Road / Columbus, Ohio 43210 / Phone (614) 422-6321

THE OHIO STATE UNIVERSITY

MEMORANDUM

TO: TEACHERS PARTICIPATING IN THE NATIONAL CAREER EDUCATION IN AGRI-BUSINESS FIELD TESTING PROJECT

FROM: LARRY D. HOUSEHOLDER, PROJECT DIRECTOR · CAREER EDUCATION IN AGRI-BUSINESS, NATURAL RESOURCES AND ENVIRONMENTAL PROTECTION PROJECT ROOM 250 AGRICULTURAL ADMINISTRATION BLDG., THE OHIO STATE UNIVERSITY.

RE: POSTTESTING OF STUDENTS
TEACHER QUESTIONNAIRES

Thanks for promptly returning the pretest to our office. We appreciate your continued interest and cooperation.

This mailing contains posttests and other materials which should fulfill your obligation for participation in this important research effort. Again, it is necessary that you follow directions precisely in completing the requested tasks of this phase of the project.

This package should contain the following materials:

1. Sufficient copies of students tests and answer sheets for posttesting your students. Return envelopes are also provided as before for the tests and answer sheets.

2. A mimeographed sheet entitled Instructions to the Teacher.

3. A questionnaire entitled: Planning and Teaching Procedures. Please complete this questionnaire and return it with the student tests.

4. A questionnaire called Adequacy and Usefulness of Career (Vocational) Preparation in Agribusiness Curriculum Guides. Please complete this questionniare and return with the student tests.

Department of Agricultural Education / [illegible] Agricultural Administration Building / 2120 Fyffe Road / Columbus, Ohio 43210 / Phone (614) 422-6321

In summary, would you please

1. Read carefully "Instructions to the Teacher" BEFORE giving the posttests.
2. Follow the "Instructions" precisely when administering and returning the posttests.
3. Complete the enclosed questionnaire and return it with the posttests.
4. Administer the posttests, complete the questionnaires and return them by December 20, 1975 if at all possible.
5. Sufficient stamps to cover the costs you incurred in returning the pretests and posttests will be mailed to you upon receipt of your posttests.
6. Call us COLLECT if you have questions.

Thanks again for your help!

THE OHIO STATE UNIVERSITY

MEMORANDUM

TO: TEACHERS PARTICIPATING IN THE CAREER EDUCATION IN AGRICULTURE PROJECT

FROM: LARRY D. HOUSEHOLDER, PROJECT DIRECTOR, RM. 250 AGRICULTURAL ADMINISTRATION BLDG., THE OHIO STATE UNIVERSITY

RE: POSTTESTING
TEACHER QUESTIONNAIRE

Thanks for your prompt return of the pretests. You are making our job a pleasure!!

This mailing includes the posttesting materials for you students as well as two questionnaires we would like for you to complete and return with the posttests. We are sending the same number of tests as before. If you have extras you may keep them if you wish. You are to conduct the testing as per the teacher directions with the tests. After you have given the tests and completed the two teacher questionnaires, please return them to our office. If at all possible, we would like for you to complete teaching your unit, administer the posttests, and return the posttests and questionnaires to us by January 10, 1976.

Upon receipt of your posstests, we will send you sufficient stamps to reimburse your mailing costs for the project. If you are missing any materials or have questions, please feel free to contact us (614/422-5227) at any time.

Thanks again for your continued assistance and cooperation.

Department of Agricultural Education / 208 Agricultural Administration Building / 2120 Fyffe Road / Columbus, Ohio 43210 / Phone (614) 422-6321

THE OHIO STATE UNIVERSITY

MEMORANDUM
February 2, 1976

TO: TEACHERS PARTICIPATING IN CAREER EDUCATION IN AGRIBUSINESS CURRICULUM GUIDE FIELD TESTING PROJECT

FROM: LARRY D. HOUSEHOLDER, PROJECT DIRECTOR

To date we have not recieved the posttests for your class. We do realize that you may have been delayed in completing your unit or administering the posttests due to the negotiations problem in your school district. However, if you are able to complete the posttests and information forms and return them to us, we will add your class results to our computer program. If you will be unable to complete the field test activities due to the delays, we express our appreciation to you for your willingness to assist us.

If you have already returned your posttests and information forms, we appreciate your promptness.

Thank you for your continued assistance.

Department of Agricultural Education / 208 Agricultural Administration Building / 2120 Fyffe Road / Columbus, Ohio 43210 / Phone (614) 422-6321

THE OHIO STATE UNIVERSITY

MEMORANDUM

TO: SELECTED TEACHERS PARTICIPATING IN THE CAREER EDUCATION IN AGRIBUSINESS, NATURAL RESOURCES AND ENVIRONMENTAL PROTECTION FIELD TESTING PROJECT

FROM: LARRY D. HOUSEHOLDER, PROJECT DIRECTOR

Let me begin this correspondence by wishing you a belated "Happy New Year" from the project staff. I would also like to take this opportunity to express our appreciation for your prompt return of the posttests and the information necessary to complete the field test of the curriculum guide. Your assistance and cooperation certainly has made our task more enjoyable.

Enclosed with this memo is reimbursement for the postage required in returning the testing materials to us. Hopefully this arrangement has been satisfactory as undue postage costs have been minimized.

Again, let me express our sincere appreciation for your participation in this project over the past few months. You and your students have provided information which will be quite valuable for future career education curriculum development in the areas of agribusiness, natural resources and environmental protection.

If you have any unanswered questions or if we can be of assistance to you in the coming months, please feel free to contact us at any time.

Department of Agricultural Education / 208 Agricultural Administration Building / 2120 Fyffe Road / Columbus, Ohio 43210 / Phone (614) 422-6321

MEMORANDUM

TO: TEACHERS PARTICIPATING IN NATIONAL CAREER EDUCATION AGRIBUSINESS FIELD TESTING PROJECT

FROM: MAX MCGHEE, PROJECT DIRECTOR ROOM 250 AGRICULTURAL ADMINISTRATION BLDG. THE OHIO STATE UNIVERSITY

RE: PRETESTING OF STUDENTS
TEACHING THE SELECTED UNIT

The time has arrived to begin the first phase of evaluating the National Career Education Curriculum Guides in Agribusiness. Before we get to the specific procedures to follow, let me thank you for your cooperation over the past few months providing us with information about yourself and your program. Without this assistance this project would not be possible.

This mailing contains some important materials that must be dealt with properly in order to avoid confusion either here at the project office or in your program. The following materials should be included:

1. Sufficient copies of student tests and answer sheets for pre-testing students. Also included are self-addressed envelopes for returning tests and answer sheets to our office.

2. A mimeograph sheet entitled Instructions to the Teacher. These are the specific activities you will need to follow in order to properly administer and return the necessary materials to our office.

3. A copy of a questionnaire entitled Testing Evaluation Form. The information you provide on this form will help us to make the posttesting of your students simpler.

4. A copy of the curriculum guide for your agribusiness area (i.e. Agricultural Production, Ornamental Horticulture, Forestry, etc.). The instructional unit that you selected to teach is marked in the Table of Contents of the guide and also is marked in the upper right-hand corner of the first page of the unit itself. You may use this guide in any manner you deem desirable. After you have taught the unit and students have been given the posttest, you will be asked to complete a questionnaire designed to determine how adequate and useful you felt the curriculum guide was for planning and/or teaching the unit.

If all the above materials are NOT enclosed, please call us COLLECT at 614/422-5227 or 422-5220 and we will send them to you. Also, feel free to contact us if you have other questions related to the project.

Because of the time line of the project, your students should be ready to take the posttests (after you have taught the unit) during the first or second week of May. These tests will be sent to you during the last week in April.

In summary, the procedures you should follow are:

1. Carefully read "Instructions to the Teacher BEFORE giving the tests to the students.
2. Follow these "Instructions" precisely when administering and returning the tests.
3. Teach your selected unit and plan to be completed by the last of April, 1975.
4. Administer the posttests (NOT enclosed with this mailing) upon receipt around the last of April.
5. Call us collect if you have any problems or questions.

Thanks again for your interest and participation!!!

MEMORANDUM

TO: TEACHERS PARTICIPATING IN NATIONAL CAREER EDUCATION AGRIBUSINESS FIELD TESTING PROJECT

FROM: MAX MCGHEE, PROJECT DIRECTOR ROOM 250 AGRICULTURAL ADMINISTRATION BLDG. THE OHIO STATE UNIVERSITY

RE: PRETESTING OF STUDENTS
TEACHING THE SELECTED UNIT

The time has arrived to begin the first phase of evaluating the National Career Education Curriculum Guides in Agribusiness. Before we get to the specific procedures to follow, let me thank you for your cooperation over the past few months providing us with information about yourself and your program. Without this assistance this project would not be possible.

This mailing contains some important materials that must be dealt with properly in order to avoid confusion either here at the project office or in your program. The following materials should be included:

1. Sufficient copies of student tests and answer sheets for pre-testing students. Also included are self-addressed envelopes for returning tests and answer sheets to our office.

2. A mimeograph sheet entitled Instructions to the Teacher. These are the specific activities you will need to follow in order to properly administer and return the necessary materials to our office.

3. A copy of a questionnaire entitled Testing Evaluation Form. The information you provide on this form will help us to make the posttesting of your students simpler.

4. A sheet which lists the student performance objectives for the instructional unit you selected to teach. These are included to help you to determine the boundaries of the unit. The tests to be given the students after you teach the unit are based on these objectives.

If all the above materials are NOT enclosed, please call us COLLECT at 614/422-5227 or 422-5220 and we will send them to you. Also, feel free to contact us if you have other questions related to the project.

Because of the time line of the project, your students should be ready to take the posttests (after you have taught the unit) during the first or second week of May. These tests will be sent to you during the last week in April.

In summary, the procedures you should follow are:

1. Carefully read "Instructions to the Teacher" BEFORE giving the tests to the students.

2. Follow these "Instructions" precisely when administering and returning the tests.

3. Teach your selected unit and plan to be completed by the last of April, 1975.

4. Administer the posttests (NOT enclosed with this mailing) upon receipt around the last of April.

5. Call us collect if you have any problems or questions.

Thanks again for your interest and participation!!!

INSTRUCTIONS TO THE TEACHERS

NOTE: THESE TESTS SHOULD BE GIVEN BEFORE YOU BEGIN TEACHING THE UNIT AND RETURNED AS SOON AS POSSIBLE. IF YOU HAVE STARTED TEACHING THE UNIT BEFORE THE PRETESTS ARRIVED PLEASE INDICATE ON A NOTE THE NUMBER OF HOURS OF INSTRUCTION THE STUDENTS HAVE RECEIVED BEFORE THEY WERE PRETESTED.

STUDENTS ARE NOT TO PUT ANY INFORMATION ON THE ANSWER SHEETS NOT SPECIFICALLY ASKED FOR ON THEIR INSTRUCTION SHEETS!!!

ONLY PENCILS MAY BE USED TO MARK ON THE ANSWER SHEETS.

TESTING PROCEDURES:

1. Distribute one answer sheet and one copy of the test to each student
2. Each test has a cover page of instructions for the student to follow. READ ALL OF THESE INSTRUCTIONS ALOUD TO THE STUDENTS AND HAVE THEM FILL IN THE ANSWER SHEET AS REQUESTED. Some tests have special instructions for a specific group of matching items at the end of the test. If the instructions on the test you are giving, asks the students to put the answer to certain questions on the test copy. PLEASE MAKE SURE THAT THEIR NAMES ARE AT THE TOP OF THE PAGE WITH THE MATCHING ITEMS.
3. PLEASE NOTE THAT STUDENTS ARE NOT TO FILL IN THE FOLLOWING ITEMS ON THE ANSWER SHEET:
   a. Social Security Number
   b. Section Number
   c. Sex
   d. Test Form
   e. Date
4. Make a random check of students' answer sheets to see if they have them properly completed before starting the test.

5. Before allowing students to begin the test, emphasize that these tests will not affect their class grades and that they should select the one best answer for each question.

6. Begin the test -- there is no time limit for the test, however, it should not take more than 45-60 minutes to complete.

7. When they have completed the test, collect ALL tests and answer sheets.

8. Check to see that all appropriate blocks are marked properly. MAKE SURE THEIR NAMES ARE ON THE ANSWER SHEETS IN THE PROPER PLACE.

MAILING PROCEDURES:

1. Put answer sheets and the tests in the return envelope.

2. Make sure you put your return address on the outside of all envelopes.

3. PLEASE RETURN ALL MATERIALS BY 4TH CLASS SPECIAL (BOOK RATE) MAIL. THIS WILL SAVE IMMENSELY IN COSTS AND WE WILL GET THEM JUST AS QUICKLY. WE WILL REIMBURSE YOU FOR THESE COSTS IN A FOLLOW-UP LETTER.

SUMMARY COMMENTS:

1. If you have any problems, let us know!

2. Give the tests and return them to our office as soon as possible after you receive them.

THE OHIO STATE UNIVERSITY

MEMORANDUM
March 25, 1975

TO: TEACHERS PARTICIPATING IN CAREER EDUCATION CURRICULUM GUIDE FIELD TESTING PROJECT

FROM: MAX B. MCGHEE, PROJECT DIRECTOR

The pretests (tests given before teaching the unit) are coming into the office at a rapid rate, however we need to have responses from all of you if this field test of the curriculum guides is going to be sucessful! To date we have approximately 30% of the tests and answer sheets returned and we need 100%!! If you have not yet given the tests we sent a few weeks ago, *please* do so at your earliest convenience and return them to us. Remember, after the tests are given you are to teach your selected unit to the students. We will be sending you student tests the last of April that are to be administered *after* you have taught the unit.

If you have already sent back the tests and answer sheets to us, please disregard the request.

We appreciate your continued assistance and cooperation with the curriculum guide evaluation. Thanks!

Department of Agricultural Education / 208 Agricultural Administration Building / 2120 Fyffe Road / Columbus, Ohio 43210 / Phone (614) 422-6321

THE OHIO STATE UNIVERSITY

MEMORANDUM

TO: TEACHERS PARTICIPATING IN THE NATIONAL CAREER EDUCATION IN AGRIBUSINESS FIELD TESTING PROJECT

FROM: MAX MCGHEE, PROJECT DIRECTOR CAREER EDUCATION IN AGRIBUSINESS, NATURAL RESOURCES AND ENVIRONMENTAL PROTECTION PROJECT ROOM 250 AGRICULTURAL ADMINISTRATION BLDG., THE OHIO STATE UNIVERSITY.

RE: POSTTESTING OF STUDENTS
TEACHER QUESTIONNAIRES

Thanks for promptly returning the pretest to our office. We appreciate your continued interest and cooperation.

This mailing contains posttests and other materials which should fulfill your obligation for participation in this important research effort. Again, it is necessary that you follow directions precisely in completing the requested tasks of this phase of the project.

This package should contain the following materials:

1. Sufficient copies of student tests and answer sheets for posttesting your students. Return envelopes are also provided as before for the tests and answer sheets.

2. A new mimeographed sheet entitled Instructions to the Teacher. This has been revised based upon your recommendations on the Testing Evaluation Form you returned with the pretests.

3. A questionnaire entitled: Planning and Teaching Procedures. We would like you to complete this questionnaire as well as the one in #4 and return them with the student tests.

4. A questionnaire called Adequacy and Usefulness of Career (Vocational) Preparation in Agribusiness Curriculum Guides. This is to be completed and returned with the one described above.

5. Sufficient stamps to cover the costs you incurred in returning the pretesting materials.

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If all these materials are NOT enclosed, please call COLLECT at 614/422-5227 and we will get them to you.

Remember, the tests are to be given after you have finished teaching your selected unit.

In summary, would you please:

1. Read carefully "Instructions to the Teacher" BEFORE giving the tests.
2. Follow the "Instructions" precisely when administering and returning the tests. In some cases, we got more information than we wanted on the pretest answer sheets.
3. Call us COLLECT if you have questions.

Thanks again for your help!!!

THE OHIO STATE UNIVERSITY

MEMORANDUM

TO: TEACHERS PARTICIPATING IN THE NATIONAL CAREER EDUCATION IN AGRIBUSINESS FIELD TESTING PROJECT

FROM: MAX MCGHEE, PROJECT DIRECTOR CAREER EDUCATION IN AGRIBUSINESS, NATURAL RESOURCES AND ENVIRONMENTAL PROTECTION PROJECT ROOM 250 AGRICULTURAL ADMINISTRATION BLDG., THE OHIO STATE UNIVERSITY.

RE: POSTTESTING OF STUDENTS
TEACHER QUESTIONNAIRES

Thanks for promptly returning the pretest to our office. We appreciate your continued interest and cooperation.

This mailing contains posttests and other materials which should fulfill your obligation for participation in this important research effort. Again, it is necessary that you follow directions precisely in completing the requested tasks of this phase of the project.

This package should contain the following materials.

1. Sufficient copies of student tests and answer sheets for posttesting your students. Return envelopes are also provided as before for the tests and answer sheets.
2. A new mimeographed sheet entitled Instructions to the Teacher. This has been revised based upon your recommendations on the Testing Evaluation Form you returned with the pretests.
3. A questionnaire entitled: Planning and Teaching Procedures. We would like you to complete this questionnaire and return it to us with the student tests.
4. Sufficient stamps to cover the costs you incurred in returning the pretesting materials.

If all these materials are NOT enclosed, please call COLLECT at 614/422-5227 and we will get them to you.

Remember, the tests are to be given after you have finished teaching your selected unit.

Department of Agricultural Education / 208 Agricultural Administration Building / 2120 Fyffe Road / Columbus, Ohio 43210 / Phone (614) 422-6321

In summary, would you please.

1. Read carefully "Instructions to the Teacher" BEFORE giving the tests.
2. Follow the "Instructions" precisely when administering and returning the tests. In some cases, we got more information than we wanted on the pretest answer sheets.
3. Call us COLLECT if you have questions.

Thanks again for your help!

INSTRUCTIONS TO THE TEACHER

NOTE: THESE TESTS SHOULD BE GIVEN AFTER YOU HAVE FINISHED TEACHING THE UNIT. IF YOU ARE FINISHED NOW — GIVE THE TESTS.

STUDENTS ARE NOT TO PUT ANY INFORMATION ON THE ANSWER SHEETS NOT SPECIFICALLY ASKED FOR ON THEIR INSTRUCTION SHEET!!!

ONLY PENCILS MAY BE USED TO MARK ON THE ANSWER SHEETS.

TESTING PROCEDURES:

1. Distribute one answer sheet and one copy of the test to each student.

2. Each test has a cover page of instructions for the student to follow. READ ALL OF THESE INSTRUCTIONS ALOUD TO THE STUDENTS AND HAVE THEM FILL IN THE ANSWER SHEET AS REQUESTED. Some tests have special instructions for a specific group of matching items at the end of the test. If the instructions on the test you are giving asks the students to put the answer to certain questions on the test copy, PLEASE MAKE SURE THAT THEIR NAMES ARE AT THE TOP OF THE PAGE WITH THE MATCHING ITEMS.

3. Make a random check of students' answer sheets to see if they have them properly completed before starting the test.

4. Before allowing students to begin the test, emphasize that these tests will not affect their class grades and that they should select the one best answer for each question.

5. Begin the test -- there is no time limit for the test, however, it should not take more than 45-60 minutes to complete.

6. When they have completed the test, collect ALL tests and answer sheets.

7. Check to see that all appropriate blocks are marked properly. MAKE SURE THEIR NAMES ARE ON THE ANSWER SHEETS IN THE PROPER PLACE.

THE OHIO STATE UNIVERSITY

MEMORANDUM

TO: TEACHERS PARTICIPATING IN CAREER EDUCATION CURRICULUM GUIDES FIELD TESTING PROJECT

FROM: MAX B. MCGHEE, PROJECT DIRECTOR

As of this date, we have received approximately 50 percent of the necessary materials from the posttesting of students who are involved in the field testing project. In order to have a valid and accurate evaluation of the curriculum guides, we need to have responses from all of you. If you have not already returned the tests and answer sheets from the posttesting of students as well as the teacher questionnaire(s), won't you please do so at your earliest convenience?? Your continued cooperation and assistance in this project is greatly appreciated.

If you have already sent the posttests and answer sheets, please disregard this request. If not, please help this project be successful by sending us the necessary materials.

Thanks so much!! Good luck in your summer program!!

Department of Agricultural Education / 208 Agricultural Administration Building / 2120 Fyffe Road / Columbus, Ohio 43210 / Phone (614) 422-6321

THE OHIO STATE UNIVERSITY

MEMORANDUM

TO: SELECTED TEACHERS PARTICIPATING IN THE CAREER EDUCATION IN AGRIBUSINESS, NATURAL RESOURCES AND ENVIRONMENTAL FIELD TESTING PROJECT

FROM: MAX MCGHEE, PROJECT DIRECTOR

Let me begin this correspondence by expressing the project staff's appreciation for your prompt return of the posttests and the materials necessary to complete the field test of the curriculum guides. Your assistance and cooperation makes our task more enjoyable and less frustrating than we had anticipated.

This memo is to reimburse you for the postage required in returning the posttesting materials to us. In case you are interested in obtaining additional copies of the guide, I have enclosed an order blank. Please note that this is enclosed simply for your information and is not meant to be a sales campaign!!

One final note -- if you have fellow teachers in your school or area who you think would like to participate in the field test of the curriculum guides during the first semester of the coming school year, please indicate their names and addresses on the enclosed card and return it to us.

Again let me express our sincere thanks for your cooperation and participation over the past few months in this research effort. If we can be of assistance to you in the coming months please feel free to contact us at any time.

Department of Agricultural Education / 208 Agricultural Administration Building / 2120 Fyffe Road / Columbus, Ohio 43210 / Phone (614) 422-6321

THE OHIO STATE UNIVERSITY

MEMORANDUM

TO: SELECTED TEACHERS PARTICIPATING IN THE CAREER EDUCATION IN AGRIBUSINESS, NATURAL RESOURCES AND ENVIRONMENTAL FIELD TESTING PROJECT

FROM: MAX MCGHEE, PROJECT DIRECTOR

Let me begin this correspondence by expressing the project staff's appreciation for your prompt return of the posttests and the materials necessary to complete the field test of the curriculum guides. Your assistance and cooperation makes our task more enjoyable and less frustrating than we had anticipated.

This memo is to reimburse you for the postage required in returning the posttesting materials to us and also to send you the curriculum guide which contained the instructional unit you taught. We trust you will find it useful in your future teaching. Also enclosed is an order blank in case you would like additional copies of this curriculum guide or any of the other guides developed through this project.

Please note that this is enclosed simply for your information and is not meant to be a sales campaign!!

One final note -- if you have fellow teachers in your school or area who you think would like to participate in the field test of the curriculum guides during the first semester of the coming school year, please indicate their names and addresses on the enclosed card and return it to us.

Again let me express our sincere thanks for your cooperation and participation over the past few months in this research effort. If we can be of assistance to you in the coming months please feel free to contact us at any time.

Department of Agricultural Education / 208 Agricultural Administration Building / 2120 Fyffe Road / Columbus, Ohio 43210 Phone (614) 422-6321

THE OHIO STATE UNIVERSITY

As we discussed in the spring, you indicated you would be willing to participate in the fall field testing of the National Career Education in Agribusiness Curriculum Guides to be conducted during the first semester of the coming year. Our evaluation plans call for the procedures for this phase of the project to be quite similar to those previously described to you. To refresh your memory, I will relate our plans to you in the following points:

1. You will select one of the instructional units listed on the enclosed pink sheets (i.e. Controlling Weeds in Farm Crops) to teach to your students sometime between October 1 and November 30, 1975.

2. After you have made your selection of a unit -- we will randomly assign you to one of two groups:

    A. Teachers who will receive only the student objectives for the unit to be used as a guide for planning and teaching the selected instructional unit.

    NOTE: Teachers in this group will receive a curriculum guide AFTER the completion of posttesting of students.

    B. Teachers who will receive the appropriate curriculum guide which contains the selected instructional unit. The guide can be used by the teachers to assist them, if needed, in planning and teaching their selected unit.

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3. Teachers will be sent all necessary materials for testing their students before teaching the unit (PRETEST) in September 1975.

4. The unit will be taught to the students sometime during the period betweeen October 1 and November 30.

5. Students will be tested AFTER being taught the unit (POSTTEST). The project office will again provide all necessary materials for testing students. This testing will begin around the last week in November.

6. All participating teachers will be asked to complete one or two relatively short questionnaires concerning the teaching of the unit.

In order for us to remain on schedule it is necessary that you complete the enclosed card and return it to our office at your earliest convenience. PLEASE indicate your choices of specific units i.e. Breeding Systems, Controlling Weeds in Farm Crops, etc. you would be willing to teach. Also indicate the number of students who would be receiving instruction as a part of this project for each of your selected unit areas.

If you have questions please feel free to contact our office at any time. We appreciate your continued support and assistance.

Sincerely,

Max B. McGhee, Project Director
Career Education in Agribusiness,
Natural Resources and Environmental
Protection
250 Agricultural Administration Bldg.
The Ohio State University

MBM/cp

THE OHIO STATE UNIVERSITY

MEMORANDUM

TO: TEACHERS PARTICIPATING IN NATIONAL CAREER EDUCATION IN AGRIBUSINESS CURRICULUM GUIDE FIELD TESTING PROJECT

FROM: LARRY HOUSEHOLDER, PROJECT DIRECTOR ROOM 250 AGRICULTURAL ADMINISTRATION BLDG. THE OHIO STATE UNIVERSITY

RE: PRETESTING OF STUDENTS
TEACHING THE SELECTED UNIT

The time has arrived to begin the autumn evaluation of the National Career Education Curriculum Guides in Agribusiness. Before I get to the specific procedures to follow, let me thank you for your cooperation over the past few month by providing us with information about your program. Without your assistance this project would not be possible.

This mailing contains some important materials that must be dealt with properly in order to avoid confusion either here at the project office or in your program. The following materials should be included:

1. Sufficient copies of student tests and answer sheets for pretesting students. Also included are self-addressed envelopes for returning tests and answer sheets to our office. You will be reimbursed for your postage costs upon completion of the evaluation program.

2. A mimeograph sheet entitled Instructions to the Teacher. These are the specific activities you will need to follow in order to properly administer and return the completed pretests to our office.

3. A copy of the curriculum guide for your agribusiness area (i.e. Agricultural Production, Ornamental Horticulture, Forestry, etc.). The instructional unit that you selected to teach is marked in the Table of Contents of the guide and also is marked in the upper right-hand corner of the first page of the unit itself. You may use this guide in any manner you deem desirable while teaching the unit. The guide is your working copy. Do not return the guide to us.

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If all the above materials are NOT enclosed, please call us COLLECT at 614/422-5227 or 422-5220 and we will send them to you. Also, feel free to contact us if you have other questions related to the project.

Because of the time schedule of the project, your students should be ready to take the posttests (after you have taught the unit) sometime during the last two weeks of November or the first week of December. The posttests will be sent to you around November 15.

In summary, the procedures you should follow during this evaluation are:

1. Carefully read "Instructions to the Teacher" BEFORE giving the pretests to the students.
2. Follow these "Instructions" precisely when administering and returning the pretests.
3. Teach your selected unit and plan to be completed by the last of November, 1975.
4. Administer the posttests (which will be mailed to you in November) sometime during the last two weeks of November or the first week of December.
5. Call us collect if you have any problems or questions.

Thanks again for your interest and participation!!!

THE OHIO STATE UNIVERSITY

MEMORANDUM

TO: TEACHERS PARTICIPATING IN NATIONAL CAREER EDUCATION IN AGRIBUSINESS CURRICULUM GUIDE FIELD TESTING PROJECT

FROM: LARRY HOUSEHOLDER, PROJECT DIRECTOR ROOM 250 AGRICULTURAL ADMINISTRATION BLDG. THE OHIO STATE UNIVERSITY

RE: PRETESTING OF STUDENTS
TEACHING THE SELECTED UNIT

The time has arrived to begin the autumn evaluation of the National Career Education Curriculum Guides in Agribusiness. Before I get to the specific procedures to follow, let me thank you for your cooperation over the past few months by providing us with information about your program. Without your assistance this project would not be possible.

This mailing contains some important materials that must be dealt with properly in order to avoid confusion either here at the project office or in your program. The following materials should be included:

1. Sufficient copies of student tests and answer sheets for pretesting students. Also included are self-addressed envelopes for returning tests and answer sheets to our office. You will be reimbursed for your postage costs upon completion of the evaluation program.

2. A mimeograph sheet entitled Instructions to the Teacher. These are the specific activities you will need to follow in order to properly administer and return the completed pretests to our office.

3. A blue sheet which lists the student performance objectives for the instructional unit you selected to teach. You have been assigned to the teacher group that will teach their units without the aid of the National Curriculum Guide. Therefore, the student performance objectives on the blue sheet should be used to determine the boundaries of the unit you will teach. You may use any available materials while teaching the unit (with the exception of the National Curriculum Guide). The pretests that you have received and the posttests which will be mailed to

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you in November are based upon the student performance objectives on the blue sheet. The pretests are to be administered and returned before you begin teaching the unit. You will receive a complimentary copy of the National Curriculum Guide upon completion of the evaluation program.

If all the above materials are NOT enclosed, please call us COLLECT at 614/422-5227 or 422-5220 and we will send them to you. Also, feel free to contact us if you have other questions related to the project.

Because of the time schedule of the project, your students should be ready to take the posttests (after you have taught the unit) sometime during the last two weeks of November or the first week of December. The posttests will be sent to you around November 15.

In summary, the procedures you should follow during this evaluation are:

1. Carefully read "Instructions to the Teacher" BEFORE giving the pretests to the students.
2. Follow these "Instructions" precisely when administering and returning the pretests.
3. Teach your selected unit and plan to be completed by the last of November, 1975.
4. Administer the posttests (which will be mailed to you in November) sometime during the last two weeks of November or the first week of December.
5. Call us collect if you have any problems or questions.

Thanks again for your interest and participation!!!

THE OHIO STATE UNIVERSITY

MEMORANDUM
October 14, 1975

TO: TEACHERS PARTICIPATING IN CAREER EDUCATION IN AGRIBUSINESS CURRICULUM GUIDE FIELD TESTING PROJECT

FROM: LARRY D. HOUSEHOLDER, PROJECT DIRECTOR

The pretests (tests given before teaching the unit) are coming into the office at a rapid rate, however we need to have responses from all of you if this field test of the curriculum guides is going to be successful! To date we have approximately 30% of the tests and answer sheets returned and we need 100%!! If you have not yet given the tests we sent a few weeks ago, please do so at your earliest convenience and return them to us. Remember, after the tests are given you are to teach your selected unit to the students. We will be sending you student tests the last of November that are to be administered after you have taught the unit.

If you have already sent back the tests and answer sheets to us, lease disregard this request.

We appreciate your continued assistance and cooperation with the curriculum guide evaluation. Thanks!

Department of Agricultural Education / 208 Agricultural Administration Building / 2120 Fyffe Road / Columbus, Ohio 43210 / Phone (614) 422-6321

THE OHIO STATE UNIVERSITY

MEMORANDUM
November 5, 1975

TO: TEACHERS PARTICIPATING IN CAREER EDUCATION IN AGRIBUSINESS CURRICULUM GUIDES FIELD TESTING PROJECT

FROM: LARRY D. HOUSEHOLDER, PROJECT DIRECTOR

In reviewing our records, we noticed that your pretests have not as yet arrived in our office. It is very important that you administer and return the pretests which were mailed to you before you begin teaching your selected unit. If you will not begin teaching the unit until sometime in November, please administer the pretests now and return them to us. The time lag between the time you administer the pretests and the time you begin teaching the unit is not critical. Therefore, it will help us in our record keeping and data analysis if you will return the pretests promptly.

Remember, the curriculum guide has been provided to assist you in teaching the selected unit. You may make any additions or deletions of items or materials that seem desirable. The units need not be taught in one block of time as most work well when incorporated into a number of days.

The posttests, which are to be administered upon completion of the unit, will be mailed to you toward the end of November. Hopefully, you will be able to return the pretests to us, teach your selected unit, and administer and return the posttests by the end of December. If we can keep close to our schedule, we feel we will cause a minimum of disruption in your routine and our job will be made much more pleasant.

Again, we appreciate your interest in assisting in this important evaluation. If you are experiencing difficulties or have unanswered questions, please do not hesitate to call. (call collect 614-422-5227) We look forward to receiving your pretests in the near future.

P.S. If you have already mailed your pretests, thank you for your promptness.

Department of Agricultural Education / 208 Agricultural Administration Building / 2120 Fyffe Road / Columbus, Ohio 43210 / Phone (614) 422-4321

THE OHIO STATE UNIVERSITY

MEMORANDUM

TO: TEACHERS PARTICIPATING IN THE NATIONAL CAREER EDUCATION IN AGRI-BUSINESS FIELD TESTING PROJECT

FROM: LARRY D. HOUSEHOLDER, PROJECT DIRECTOR - CAREER EDUCATION IN AGRI-BUSINESS, NATURAL RESOURCES AND ENVIRONMENTAL PROTECTION PROJECT ROOM 250 AGRICULTURAL ADMINISTRATION BLDG., THE OHIO STATE UNIVERSITY.

RE: POSTTESTING OF STUDENTS
TEACHER QUESTIONNAIRES

Thanks for promptly returning the pretest to our office. We appreciate your continued interest and cooperation.

This mailing contains posttests and other materials which should fulfill your obligation for participation in this important research effort. Again, it is necessary that you follow directions precisely in completing the requested tasks of this phase of the project.

This package should contain the following materials:

1. Sufficient copies of students tests and answer sheets for posttesting your students. Return envelopes are also provided as before for the tests and answer sheets.
2. A mimeographed sheet entitled Instructions to the Teacher.
3. A questionnaire entitled: Planning and Teaching Procedures. Please complete this questionnaire and return it with the student tests.
4. A questionnaire called Adequacy and Usefulness of Career (Vocational) Preparation in Agribusiness Curriculum Guides. Please complete this questionniare and return with the student tests.

Department of Agricultural Education / 208 Agricultural Administration Building / 2120 Fyffe Road / Columbus, Ohio 43210 / Phone (614) 422-6321

In summary, would you please

1. Read carefully "Instructions to the Teacher" BEFORE giving the posttests.
2. Follow the "Instructions" precisely when administering and returning the posttests.
3. Complete the enclosed questionnaire and return it with the posttests.
4. Administer the posttests, complete the questionnaires and return them by December 20, 1975 if at all possible.
5. Sufficient stamps to cover the costs you incurred in returning the pretests and posttests will be mailed to you upon receipt of your posttests.
6. Call us COLLECT if you have questions.

Thanks again for your help!

THE OHIO STATE UNIVERSITY

MEMORANDUM

TO: TEACHERS PARTICIPATING IN THE NATIONAL CAREER EDUCATION IN AGRIBUSINESS FIELD TESTING PROJECT

FROM: LARRY D. HOUSEHOLDER, PROJECT DIRECTOR CAREER EDUCATION IN AGRIBUSINESS, NATURAL RESOURCES AND ENVIRONMENTAL PROTECTION PROJECT ROOM 250 AGRICULTURAL ADMINISTRATION BLDG. THE OHIO STATE UNIVERSITY.

RE: POSTTESTING OF STUDENTS
TEACHER QUESTIONNAIRES

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This mailing contains posttests and other materials which should fulfill your obligation for participation in this important research effort. Again, it is necessary that you follow directions precisely in completing the requested tasks of this phase of the project.

This package should contain the following materials.

1. Sufficient copies of student tests and answer sheets for posttesting your students. Return envelopes are also provided as before for the tests and answer sheets.
2. A mimeographed sheet entitled Instructions to the Teacher.
3. A questionnaire entitled: Planning and Teaching Procedures. We would like you to complete this questionnaire and return it to us with the student tests.

If all these materials are NOT enclosed, please call COLLECT at 614/422-5227 and we will get them to you.

Remember, the tests are to be given after you have finished teaching your selected unit.

Department of Agricultural Education / 208 Agricultural Administration Building / 2120 Fyffe Road / Columbus, Ohio 43210 / Phone (614) 422-6321

In summary, would you please

1. Read carefully "Instructions to the Teacher" BEFORE giving the posttests.

2. Follow the "Instructions" precisely when administering and returning the posttests.

3. Complete the enclosed questionnaire and return it with the posttests.

4. Administer the posttests, complete the questionnaires and return them by December 20, 1975 if at all possible.

5. Sufficient stamps to cover the costs you incurred in returning the pretests and posttests will be mailed to you upon receipt of your posttests. You will also receive a complimentary copy of the national curriculum guide for your subject matter area.

6. Call us COLLECT if you have questions.

THE OHIO STATE UNIVERSITY

MEMORANDUM

TO: TEACHERS PARTICIPATING IN THE CAREER EDUCATION IN AGRI-BUSINESS, NATURAL RESOURCES AND ENVIRONMENTAL PROTECTION FIELD TESTING PROJECT

FROM: LARRY D. HOUSEHOLDER, PROJECT DIRECTOR

Let me begin this correspondence by wishing you a belated "Merry Christmas" and "Happy New Year" from the project staff. I trust you have had a most enjoyable holiday season and are looking forward to a successful and prosperous new year.

In reviewing our records, I noticed that your posttests have not as yet arrived in our office. If the events of the holiday season have prevented you from completing your unit or administering the posttests, I hope you will be able to complete these activities during the first part of January. If at all possible, the posttests and information forms should be completed and returned to the project office by January 16, 1976. Your prompt return of these materials will help us keep on schedule. Remember, you will be reimbursed for your mailing costs.

Again, the members of the project staff join with me in wishing you a successful new year. If you should have any questions, do not hesitate to call. (call collect 614-422-5227) We look forward to receiving your posttests and information forms in the near future.

P.S. If you have already mailed your posttests and information forms, thank you for your promptness.

Department of Agricultural Education / 208 Agricultural Administration Building / 2120 Fyffe Road / Columbus, Ohio 43210 / Phone (614) 422-6321

THE OHIO STATE UNIVERSITY

MEMORANDUM

TO: SELECTED TEACHERS PARTICIPATING IN THE CAREER EDUCATION IN AGRIBUSINESS, NATURAL RESOURCES AND ENVIRONMENTAL FIELD TESTING PROJECT

FROM: LARRY HOUSEHOLDER, PROJECT DIRECTOR

Let me begin this correspondence by expressing the project staff's appreciation for your prompt return of the posttests and the materials necessary to complete the field test of the curriculum guides. Your assistance and cooperation certainly has made our task more enjoyable.

Enclosed with this memo is reimbursement for the postage required in returning the testing materials to us. In addition we have enclosed the curriculum guide which contained the instructional unit you taught. We trust you will find it useful in your future teaching. Also enclosed is an order blank for curriculum materials which may be purchased from the Ohio Curriculum Materials Service. In case you would like additional copies of this curriculum guide, any of the other guides developed through this project, or other available curriculum materials, you may use this order blank. (See page 5 for the National Career Education Curriculum Guides)

Please note that this is enclosed simply for your information and is not meant to be a sales campaign!!

Again let me express our sincere appreciation for your cooperation and participation over the past few months in this research effort. You have provided valuable information which will be used in future curriculum development in the areas of agribusiness, renewable natural resources, and environmental protection. If we can be of assistance to you in the coming months please feel free to contact us at any time.

Department of Agricultural Education / 208 Agricultural Administration Building / 2120 Fyffe Road / Columbus, Ohio 43210 / Phone (614) 422-6321

THE OHIO STATE UNIVERSITY

MEMORANDUM

TO: TEACHERS PARTICIPATING IN THE CAREER EDUCATION IN AGRIBUSINESS, NATURAL RESOURCES AND ENVIRONMENTAL PROTECTION FIELD TESTING PROJECT

FROM: LARRY D. HOUSEHOLDER, PROJECT DIRECTOR

The purpose of this correspondence is to express the project staff's appreciation for your assistance and cooperation during the field test of the National Curriculum Guides. You and your students have provided information which will be quite valuable for future curriculum development in the areas of agribusiness, natural resources, and environmental protection.

If you should be interested in obtaining additional copies of any of the National Curriculum Guides, they may be obtained through the Ohio Curriculum Materials Service.

Again, thank you for your assistance in this important research effort. If we can be of assistance to you in the coming months, please feel free to contact us at any time.

Department of Agricultural Education / 208 Agricultural Administration Building / 2120 Fyffe Road / Columbus, Ohio 43210 / Phone (614) 422-6321

CAREER PREPARATION PILOT TEST TEACHERS

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Washington County JVS
Route #2
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Montgomery County JVS
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Alliance, Ohio 44601

Edmund Barnett
Waterford High School
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Ohio School for the Deaf
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Columbus, Ohio 43211

Denver Kaiser
Union Local High School
Route #1
Belmont, Ohio 43718

James Ketchum
Fairfield Union High School
Route #5
Lancaster, Ohio 43130

Paul King
Great Oaks JVS
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Neal Leimback
Ehove JVS
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Milan, Ohio 44846

Frederick Lendrum
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Rt. #1
Hamler, Ohio 43524

Alden Libby
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Karl Lucal
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Route #1
Byesville, Ohio

Kenneth Madden
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Richmond, Ohio 43944

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Hardin-Northern High School
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Defianace, Ohio 43512

Dean White
West Holmes High School
Rt. #1
Millersburg, Ohio 44654

John White
Bowsher High School
3548 Detroit Ave.
Toledo, Ohio 43614

CAREER AWARENESS AND CAREER EXPLORATION
PILOT TEST TEACHERS

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Shawnee Elementary School
Shawnee, Ohio 43782

Frances Bever
Shawnee Elementary School
Shawnee, Ohio 43782

Karen Christian
New Stratisville Elementary School
Clark St.
New Straitsville, Ohio 43766

Anne Christopher
Glenford Elementary School
Glenford, Ohio

Patricia Frazer
New Lexington Junior High School
First Street
New Lexington, Ohio

James Lanning
New Straitsville Elementary School
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New Straitsville, Ohio 43766

Janice Leavens
Iberia Elementary School
Iberia, Ohio 43325

Delores Poast
Iberia Elementary School
Iberia, Ohio 43325

Linda Remmert
Glenford Elementary School
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L. M. Shirley
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Iberia, Ohio 43325

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Clark St.
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Phyllis Spohn
Glenford Elementary School
High St.
Glenford, Ohio 43739

Neil Wallace
New Lexington Junior High School
1st Street
New Lexington, Ohio

Gwen Young
Shawnee Elementary School
Shawnee, Ohio 43782

Name ______________________________
School ______________________________
Title of Instructional Unit ______________________________

TESTING EVALUATION FORM

Please answer the following questions.

1. The instructions for administering the tests were easy to follow and understand.

____ Yes
____ No
If no, why not? ______________________________
____

2. Please indicate the approximate amount of time it took students to complete the tests:

Time (minutes): ____________________

3. Were the students able to complete the information on the answer sheet with little difficulty?

____ Yes
____ No
If no, what problems did they encounter? __________________
____
____

4. Did the students appear to understand the questions being asked on the tests?

____ Yes
____ No
If no, what seemed to be the problem? __________________
____
____

5. The tests generally were technically accurate in their content.

____ Yes
____ No
In no, what questions were not accurate and for what reason(s)?
____
____

6. Had you already started teaching the unit covered by the test before they were given to the students?

____ Yes
____ No
If yes, how many hours of instruction had the students received in this specific unit before taking the test?

____ hours

7. What suggestions would you have for improving either the tests or the test instructions?

8. Date the tests were administered to the students ______________

SUMMARY OF PERCEIVED DISSEMINATION AND ORIENTATION PLANS OF STATES REPRESENTED AT THE NATIONAL CAREER EDUCATION CURRICULUM CONFERENCE

(May 13-17, 1974)

The following material is a summary of the information obtained from participants at the National Career Education Conference held at The Ohio State University, May 13-17, 1974. All states participating in the Conference (48) returned completed forms. As most of the questions allowed a variety of answers, only those answers appearing most frequently are included. It should also be noted that some of the numbers quoted from the participants' forms are only the best estimates that the participants could make concerning the programs in their states. The information in this report should be interpreted as initial reactions of the two participants from each state from which some trends on tendencies could be discerned.

K-6 and 7-9 Grade Level Forms

1. What do you foresee as possible uses of the K-6 and 7-9 career education curriculum guides in your state? (check all that apply)

   Planning career education curricula by elementary and junior high teachers which include consideration of agribusiness, natural resources and environmental protection occupations.

   Developing additional instructional materials to supplement the curriculum guides by agricultural educators.

   Planning and conducting pre-service elementary and junior high teacher education programs designed to include elementary and junior high career education considerations.

   Planning in-service education activities for elementary and junior high teachers designed to further implement career education concepts into classroom teaching.

   Other____

The largest number of reactions to this question indicated that most states foresaw use of these guides (K-6 and 7-9) as planning aids for career education curricula by elementary and junior high teachers and for planning in-service education activities for those teachers. To a lesser degree, use in developing additional instructional materials and planning and conducting pre-service teacher education programs were indicated. Various other uses were indicated by some states such as using the guides for pilot schools or programs and to improve present career education programs.

What individuals in your state (titles or positions) should be informed about the K-6 and 7-9 guides in order to facilitate dissemination to and adoption by elementary and junior high teachers and curricula developers?

What do you foresee as some possible procedures or techniques that could be used by agriculture educators to acquaint and promote the use of these guides to the persons identified in Question #2?

Various answers were given in response to these questions due to the different organizational structures found in the states. However, the following list (see Addendum) does indicate the types of persons the respondents felt should be informed.

---

3. What are some possible strategies that could be used in your state to disseminate these curriculum guides to elementary and junior high teachers?

A majority of the states felt that in-service workshops would be the strategy most likely to be used in disseminating the guides. Other often-mentioned strategies included: (1) the use of pilot programs on existing career education projects; (2) having the state curriculum laboratory duplicate and disseminate the guides; (3) dissemination of the guides by state career education centers.

---

4. How much time do you foresee is needed to disseminate and familiarize elementary and junior high teachers with these guides:

1 - 3 months
4 - 6 months
7 - 9 months
10 - 12 months
12 - 18 months
19 - 24 months

Most states felt that it would take from 14 to 24 months to disseminate and familiarize teachers with the guides.

---

5. Are there organized career education programs on the K-9 level operating in your state? Yes_____ No_____

Approximately 80 percent of the states reported organized career education programs operating at the K-9 level, although many indicated a very limited number of programs.

. If yes, who is responsible for directing career education activities on the state level in your state?

Answers to this question varied to a large extent due to different state organizational structures.

---

7. Are there curriculum materials available in your state in agricultural occupations for the K-9 career awareness and/or exploration area?

K-6 (awareness)	7-9 (exploration)
Yes_____	Yes_____
No _____	No _____

Approximately 50 percent of the states reported K-6 curriculum materials in agricultural occupations available while 60 percent indicated there were 7-9 grade level materials available. Of those indicating that these materials were available, approximately 80 percent reported that the materials helped to get agricultural occupations included in their career awareness and exploration programs.

---

8. Are there specific subject matter areas that are responsible for infusing career education concepts into their activities in your state, i.e., Social Studies, English, etc.? Yes_____ No_____
If yes, please specify the area:____

Approximately 25 percent of the states reported that specific subject matter areas had been given responsiblities for infusing career education concepts into their activities. Of those indicating "yes" to this question, the areas most often specified were Science, Math, English, and Social Studies.

ADDENDUM

1) State Guidance Leaders

2) State Vocational Education Director or Commissioner

3) State Supervisors

4) Local Vocational Education Directors

5) Local School Administrators

6) State Career Education Directors or Coordinators

7) State Director or Commissioner of Education

8) Career Education Project or Task Force Directors

9) State Director of Agricultural Education

10) Teacher Educators (Agricultural Education)

11) Curriculum Laboratory Director

12) Career Education Consultants

13) Teacher Educators and Department Heads (Not Agriculture)

14) Directors of Staff Development and Exemplary Programs

15) State Curriculum Directors or Specialists

16) Elementary and Secondary Education Directors

17) Community College Directors

18) County Career Coordinators

19) Research Coodinators in Vocational Education

10-12 Grade Level Forms

1. What do you foresee as possible uses of the career preparation guides in your state? (Check all that apply.)

   Adapting or expanding the concept of in-depth specialized agri-business programs.

   Planning and developing courses of study for specialized agri-business programs by state staff or teachers in agricultural education.

   Lesson plan development by teachers through the use of the curriculum guide instructional units.

   Planning and developing pre-service teacher education programs to prepare teachers for specialized agri-business programs.

   Planning and conducting in-service workshops for curriculum development activities by teachers.

   Other: ______________________________

Approximately 80 percent of the states reporting indicated all four listed uses of the guides as being possiblilities in their state. Other answers listed included: (1) using the guides to review, revise, and/or combine with existing curriculum materials; (2) using the guides in planning and conducting in-service workshops; (3) using the guides to assist state agricultural advisory committees.

---

2. What are some possible strategies that could be used in your state to disseminate and familiarize vocational agriculture teachers with the various career preparation guides?

Approximately 60 percent of the states indicated in-service workshops as a strategy which could be used to disseminate the guides. Approximately 50 percent of the states reported possible use of the annual state vocational agriculture teachers' conference for dissemination. Other often-mentioned strategies included: (1) use of district meetings or conferences; (2) Acquainting pre-service students with the guides for curriculum development and lesson planning; (3) using the guides to revise the state course of study; (4) using the guides in credit courses in agricultural education.

---

3. What types of in-service activities do you feel are necessary for vocational agriculture teachers to make maximum use of the preparation guides?

Approximately 60 percent of the states indicated that local or area workshops or seminars would be needed to make maximum use of the guides. Suggested types of workshops included curriculum development workshops, special subject area workshops, awareness workshops, and competency list development workshops. Other in-service activities suggested by the states included: (1) use of pilot demonstration centers; (2) tours to observe programs in operation; (3) visitation to business and industry.

------

4. What additional types of instructional materials do you feel are necessary for teachers to make the most effective use of the preparation guides?

A majority of the states indicated that the greatest needs in the area of instructional materials were visual aids (transparencies, slides, etc.), subject matter units, student manuals, lesson plans, reference books and bulletins, and state guides. Three states indicated there are sufficient instructional materials available now.

------

5. If additional materials are needed as indicated in #4 above, who should be responsible for the development of these materials?

State Curriculum Laboratories
Teachers in In-Service Workshops
Teachers (individually)
Teacher Education Staff
State Supervisory Staff

Eighty percent of the states indicated these materials should be developed by teachers in in-service workshops. However, over 50 percent of the respondents indicated that all five organizations or groups should have responsiblities in developing the materials.

------

6. What are some possible techniques or procedures that could be used in your state for providing these needed instructional materials?

Approximately 50 percent of the states indicated that teacher in-service workshops could be used in their state to provide needed instructional materials. The second most frequent response was to utilize the state curriculum laboratory. Other responses included utilization of teacher educators and state supervisory staff, purchasing materials from other states and duplicating them, and utilizing advisory committees.

------

7. Please indicate below the agri-business areas and approximate number of schools in your state where these in-depth specialized programs are being offered:

   Agricultural Production
   Agricultural Supplies and Services
   Agricultural Equipment and Mechanics
   Agricultural Products (Food Processing)
   Ornamental Horticulture
   Agricultural Resources
   Forestry
   Environmental Protection

From responses to this question, the following numbers of states offer one or more of the listed types of programs.

Program Type	No. of States with Programs
Agricultural Production	47
Agricultural Supplies and Services	36
Agricultural Equipment and Mechanics	42
Agricultural Products (Food Processing)	17
Ornamental Horticulture	44
Agricultural Resources	30
Forestry	27
Environmental Protection	9

------

8. How do you think the career preparation guides could possibly be used to extend and/or expand the agricultural education program in your state?

Approximately 75 percent of the states indicated that the guides could be used in their states to develop new programs and to update or extend present programs. Other responses included using the guides to develop or revise state curriculum guides, to acquaint teachers and future teachers with the specialized program areas, and to develop supportive materials.

------

9. What kinds of administrative leadership on the state level in your state do you foresee would be needed to expand and develop specialized agri-business programs?

The most frequent answer to this question (40 percent) was to further develop and extend the state supervisory staff. Twenty percent indicated that a full-time state staff member should be appointed to provide the necessary leadership in developing and expanding specialized agri-business programs. Twenty percent of the states reported that additional funding would be needed before such administrative leadership could be provided. Other answers given to this question included: (1) a need for a commitment by the State Department of Education; and (2) a need to develop specialized teacher education programs.

------

10. What should be the composition and role of a state advisory committee for agricultural education in program planning and development in agri-business?

The following types of people were most frequently indicated by the respondents as being desirable to have as members of a state advisory committee.

A. Business and industry representatives.
B. Vocational agriculture teachers from the various taxonomy areas.
C. State and/or regional supervisors.
D. Agricultural teacher educators.
E. Professors from specialized agricultural areas.
F. School administrative staff members.

The respondents indicated the role of the state advisory committee should be to advise program planners and implementers; to assess career education in agriculture needs in the state; to review curriculum; and to give advice in securing additional funding.

------

11. What additional activities do you feel should be carried out in your state to determine the occupational needs for agri-business as a basis for establishing specialized programs in agri-business?

Over 80 percent of the responses to this question indicated that manpower studies should be implemented or continued. No other answer was mentioned by more than one state.

------

2. What kinds of decisions or considerations concerning finance should be made in order to extend and/or expand programs in agri-business?

Approximately 60 percent of the states indicated that additional funds from federal, state, and local sources were needed. The second most frequent answer to this question was that all costs which will be incurred when programs are extended or expanded must be considered before they are implemented. One state indicated that money was no problem.

------

13. What steps should be taken in planning facilities and equipment for establishing and conducting specialized agri-business programs?

The most frequent responses to this question included: (1) facility plans, blueprints, etc., with cost data are needed; (2) advisory committees should be utilized; (3) state standards need to be developed; (4) competency lists need to be developed; and (5) administrators and teachers should be involved in planning specialized programs with facilities which meet students' needs.

------

14. For the agri-business areas other than agricultural production, what is your state's greatest source of teachers? (Check one.)

Pre-service agricultural education programs.
Agricultural college graduates (not agricultural education).
Experienced agricultural business and industry personnel.
Other (specify)______________________________

Approximately 60 percent of the responses to this question indicated that the pre-service agricultural education program was their greatest source of teachers. Approximately 20 percent indicated agricultural college graduates (not agricultural education) as their greatest source of teachers while slightly over 10 percent indicated experienced business and industry personnel.

------

15. If teachers are not available from pre-service teacher education programs in agricultural education, what sources are available or being used in your state to provide sufficient teachers for the specialized agri-business programs?

The answers most frequently given to this question were agricultural business and industry, agricultural graduates (not agricultural education), technical school graduates, education graduates or teachers (not agriculture), and recruitment of out-of-state teachers.

Name ______________________________
State ______________________________
____

DO NOT
WRITE
IN THIS
SPACE

DISSEMINATION AND UTILIZATION OF THE CAREER EDUCATION IN AGRIBUSINESS, NATURAL RESOURCES, AND ENVIRONMENTAL PROTECTION CURRICULUM GUIDES

This schedule is designed to ascertain your activities since attending the National Career Education in Agribusiness Conference at The Ohio State University, Columbus, Ohio in May, 1974, pertaining to the dissemination and utilization of the career education curriculum guides. For each question, please check or briefly list those activities in which you have been involved that reflect your efforts since the seminar.

1 2 3

Career Awareness and Exploration (K-9 grade level)

1. In terms of disseminating the K-9 curriculum guides, I have formally or informally shared the guides with: (check all that apply)

____ State Guidance Leaders

____ State Vocational Education Director or Commissioner

____ State Supervisors

____ Local Vocational Administrators

____ State Career Education Directors or Coordinators

____ State Director or Commissioner of Education

____ Career Education Project or Task Force Directors

____ State Director of Agricultural Education

____ Teacher Educators (Agricultural Education)

____ Curriculum Laboratory Director

____ Career Education Consultant

____ Teacher Educators (Not Agriculture)

____ Director of Staff Development and Exemplary Programs

____ State Curriculum Directors or Specialists

____ Elementary and Secondary Education Directors

____ Community College Directors

____ County Career Coordinators

____ Research Coordinators in Vocational Education

____ Teachers (K-9)

____ Other (please list) ________

____

____

____

4 5
6 7
8 9
10 11
12 13
14 15
16 17
18 19
20 21
22 23

DO NOT WRITE IN THIS SPACE

2. In terms of specific actions taken by me or my staff in promoting and disseminating the K-9 curriculum guides, I have assisted in or promoted the following activities: (check all that apply)

_____ A. Use of the guides in pre-service teacher education programs for prospective elementary and junior high teachers. ___ 24

_____ B. Use of the guide in in-service programs for elementary and junior high teachers. ___ 25

_____ C. Development of instructional materials for use by teachers in planning and developing career education curricula. ___ 26

_____ D. Use of the curriculum guides in existing career education projects or programs. ___ 27

_____ E. Use of the curriculum guides in new education pilot projects. ___ 28

_____ F. Dissemination of the guides through the state curriculum laboratory or state career education centers. ___ 29

_____ G. Other activities I or my staff members have been engaged in to help promote and/or disseminate the K-9 curriculum guides. ___ 30

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3. How do you rate the value of the K-9 curriculum guides for each of the following?

	Little Value	Moderate Value	Great Value	DO NOT WRITE IN THIS SPACE
A. Implementing Career Education in Agribusiness, Natural Resources, and Environmental Protection in elementary and junior high school curricula.	____	____	____	31
B. Familiarizing elementary and junior high school teachers with career education concepts.	____	____	____	32
C. Serving as a general structure or scheme for developing career awareness and exploration curricula in occupational clusters other than Agribusiness, Natural Resources, and Environmental Protection in elementary and junior high school programs.	____	____	____	33

Career (Vocational) Preparation (10-12 grade level)

1. In terms of disseminating the vocational preparation guides, I have formally or informally shared the material with: (check all that apply)

____ A. Supervisory Staff in Agricultural Education 34

____ B. Supervisory Staff in Vocational Education 35

____ C. Other State Department of Education Personnel 36

____ D. Teacher Education Staff in Agricultural Education 37

____ E. Area and/or Local Supervisors of Vocational Education 38

____ F. Local School Administrators 39

____ G. Vocational Agriculture Teachers 40

____ H. Legislators 41

DO NOT
WRITE
IN THIS
SPACE

_____ I. Lay Citizenry or Organizations

_____ J. Other (please list) ______________________________

____

____

42

43

2. In terms of specific actions taken by me since the national conference in promoting and disseminating the vocational preparation guides, I have directly or indirectly assisted in or promoted the following activities.

_____ A. Use of the guides in planning and developing in-depth specialized secondary or technical agribusiness programs.

_____ B. Use of the guide in pre-service teacher education programs preparing teachers for specialized agribusiness programs.

_____ C. Use of the guide in in-service workshops in which the curriculum guides were used for curriculum development and improvement.

_____ D. Development of new instructional materials based upon material in the curriculum guides.

_____ E. Other activities in which I or members of my staff have been involved in promoting and/or disseminating the vocational preparation guides.

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3. How do you rate the value of the vocational preparation guides for each of the following?

	Little Value	Moderate Value	Great Value	DO NOT WRITE IN THIS SPACE
A. Assisting in the development of state curriculum guides for vocational preparation in Agribusiness, Natural Resources and Environmental Protection.	___	___	___	___ 50
B. Assisting local administrators in planning and developing new programs.	___	___	___	___ 51
C. Assisting local teachers in updating present programs.	___	___	___	___ 52
D. Assisting teachers in developing lesson plans.	___	___	___	___ 53
E. Assisting local administrators in determining equipment and facilities needs.	___	___	___	___ 54
F. Assisting teachers in determining equipment and facilities needs.	___	___	___	___ 55
G. Assisting guidance personnel in identifying occupations and job responsibilities in Agribusiness, Natural Resources and Evvironmental Protection.	___	___	___	___ 56
H. Assisting state and/or local supervisors in evaluating specialized programs.	___	___	___	___ 57
I. Helping state and/or local supervisors give assistance in updating present program.	___	___	___	___ 58
J. Helping state and/or local supervisors give assistance in developing new specialized programs.	___	___	___	___ 59

	Little Value	Moderate Value	Great Value	DO NOT WRITE IN THIS SPACE
K. Assisting teacher educators in updating and improving courses related to curriculum planning.	____	____	____	__ 60

DISSEMINATION AND UTILIZATION OF THE CAREER EDUCATION IN AGRIBUSINESS, NATURAL RESOURCES, AND ENVIRONMENTAL PROTECTION CURRICULUM GUIDES

This schedule is designed to ascertain your activities since attending the National Career Education in Agribusiness Conference at The Ohio State University, Columbus, Ohio in May, 1974, pertaining to the dissemination and utilization of the career education curriculum guides. For each question, please check or briefly list those activities in which you have been involved that reflect your efforts since the seminar.

Career Awareness and Exploration (K-9 grade level)

1. In terms of disseminating the K-9 curriculum guides, I have formally or informally shared the guides with:

Frequency	Percent (Adjusted)	
16	19	State Guidance Leaders
22	26	State Vocational Education Director or Commissioner
59	69	State Supervisors
33	38	Local Vocational Administrators
29	34	State Career Education Directors or Coordinators
2	2	State Director or Commissioner of Education
24	28	Career Education Project or Task Force Directors
55	64	State Director of Agricultural Education
68	79	Teacher Educators (Agricultural Education)
29	34	Curriculum Laboratory Director
26	30	Career Education Consultant
19	22	Teacher Educators (Not Agriculture)
9	11	Director of Staff Development and Exemplary Programs
21	24	State Curriculum Directors or Specialists
8	9	Elementary and Secondary Education Directors
7	8	Community College Directors
8	9	County Career Coordinators
13	15	Research Coordinators in Vocational Education
35	41	Teachers (K-9)
12	14	Other

2. In terms of specific actions taken by me or my staff in promoting and disseminating the K-9 curriculum guides, I have assisted in or promoted the following activities:

Frequency	Percent (Adjusted)	
20	23	Use of the guides in pre-service teacher education programs for prospective elementary and junior high teachers.

2. (continued)

Frequency	Percent (Adjusted)	
18	21	Use of the guide in in-service programs for elementary and junior high teachers.
36	42	Development of instructional materials for use by teachers in planning and developing career education curricula.
36	42	Use of the curriculum guides in existing career education projects or programs.
21	24	Use of the curriculum guides in new education pilot projects.
16	19	Dissemination of the guides through the state curriculum laboratory or state career education centers.
23	27	Other activities I or my staff members have been engaged in to help promote and/or disseminate the K-9 curriculum guides

3. How do you rate the value of the K-9 curriculum guides for each of the following?

	Little Value		Moderate Value		Great Value	
	Freq.	%(adj.)	Freq.	%(adj.)	Freq.	%(adj.)
Implementing Career Education in Agribusiness, Natural Resources, and Environmental Protection in elementary and junior high school curricula.	6	7	42	51	34	41
Familiarizing elementary and junior high school teachers with career education concepts.	6	7	39	48	36	44
Serving as a general structure or scheme for developing career awareness and exploration curricula in	4	5	42	52	34	42

occupational clusters
other than Agribusiness,
Natural Resources, and
Environmental Protection
in elementary and junior
high school programs.

Career (Vocational Preparation (10-12 grade level)

1. In terms of disseminating the vocational preparation guides, I have formally or informally shared the material with:

Frequency	Percent (Adjusted)	
75	87	Supervisory Staff in Agricultural Education
32	37	Supervisory Staff in Vocational Education
32	37	Other State Department of Education Personnel
72	84	Teacher Education Staff in Agricultural Education
29	34	Area and/or Local Supervisors of Vocational Education
19	22	Local School Administrators
69	80	Vocational Agriculture Teachers
1	1	Legislators
11	13	Lay Citizenry or Organizations
9	11	Other

2. In terms of specific actions taken by me since the national conference in promoting and disseminating the vocational preparation guides, I have directly or indirectly assisted in or promoted the following activities.

Frequency	Percent (Adjusted)	
47	55	Use of the guides in planning and developing in-depth specialized secondary or technical agribusiness programs.
44	51	Use of the guide in pre-service teacher education programs preparing teachers for specialized agribusiness programs.
40	47	Use of the guide in in-service workshops in which the curriculum guides were used for curriculum development and improvement.
33	38	Development of new instructional materials based upon material in the curriculum guides.
22	25	Other activities in which I or members of my staff have been involved in promoting and/or disseminating the vocational preparation guides.

3. How do you rate the value of the vocational preparation guides for each of the following?

	Little Value		Moderate Value		Great Value	
	Freq.	%(adj.)	Freq.	%(adj.)	Freq.	%(adj.)
Assisting in the development of state curriculum guides for vocational preparation in Agribusiness, Natural Resources and Environmental Protection.	5	6	38	46	40	48
Assisting local administrators in planning and developing new programs.	13	16	35	43	32	40
Assisting local teachers in updating present programs.	9	11	35	42	39	47
Assisting teachers in developing lesson plans.	12	15	37	45	34	41
Assisting local administrators in determining equipment and facilities needs.	22	28	41	51	16	20
Assisting teachers in determining equipment and facilities needs.	20	25	39	48	22	27
Assisting guidance personnel in identifying occupations and job responsibilities in Agribusiness, Natural Resources and Environmental Protection.	8	10	51	62	21	26
Assisting state and/or local supervisors in evaluating specialized programs.	14	18	53	66	13	16
Helping state and/or local supervisors give assistance in updating present programs.	7	8	47	57	29	35
Helping state and/or local supervisors give assistance in developing new specialized programs.	5	6	46	55	32	39

3. (continued)

	Little Value		Moderate Value		Great Value	
	Freq.	%(adj.)	Freq.	%(adj.)	Freq.	%(adj.)
Assisting teacher educators in updating and improving courses related to curriculum planning.	9	11	40	50	31	39

CAREER AWARENESS AND CAREER EXPLORATION TEACHERS
SPRING FIELD TEST

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ADEQUACY AND USEFULNESS OF THE CAREER AWARENESS AND/OR CAREER EXPLORATION IN AGRIBUSINESS CURRICULUM GUIDES

The following information is necessary in order for us to determine (1) the extent to which you used the Career Awareness or Career Exploration curriculum guide for making instructional decisions and (2) your reactions about the usefulness and adequacy of the guides.

Please respond to all questions or statements according to the instructions at the beginning of each section.

PART I

Frequency		Percent (Adjusted)		
(S)*	(A)*	(S)*	(A)*	
23	12	100	100	1. Which curriculum guide did you use?
				2. Approximately how many hours did you spend in planning this unit before teaching it?
	2		17	Less than one hour
5	4	29	33	1-3 hours
6	4	35	33	4-6 hours
4	2	24	17	7-9 hours

Mean (Hrs.)		S.D.		
(S)	(A)	(S)	(A)	
7.4	7.6	5.6	5.2	3. Approximately how long did you spend teaching the unit the the classroom?
0.5	3.0	0.7	6.7	Approximately how long did you spend teaching the unit outside the classroom?

Frequency		Percent (Adjusted)		
(S)	(A)	(S)	(A)	
				4. Please indicate whether you used any any of the audio-visual aids listed below in teaching the unit.
1	1	6	8	Transparencies
2	4	47	33	Slides (35 mm)
8	5	47	42	Films (16 mm)
7	4	41	33	Film strips
0	2	-	17	Film loops (8 mm)
0	1	-	8	Video tape
0	3	-	25	Tape recorder
1	1	6	8	Camera
5	2	29	17	Other

* S - Spring 1975
* A - Autumn 1975

PART IIA. For the activities below, please indicate (1) in the left column the extent to which you used the curriculum guide to achieve the activity and (2) in the right-hand column, the value you think the curriculum guide was for achieving each listed activity.

		Did Not Use					Used Extensively	No Value					Great Value
Activity		0	1	2	3	4	5	0	1	2	3	4	5
Determining the objectives or behavioral outcomes desired from instruction	S(F)*		5		1	4	4			5		4	3
	S(%)*		36		7	29	29			36		29	21
	A(F)*				4	5	2		1		2	6	2
	A(%)*				36	46	18		9		18	54	18
Selecting content or subject matter	S(F)		6	5	2	2	1	1	6	4	1	3	1
	S(%)		38	31	13	13	6	6	38	25	6	19	6
	A(F)				3	4	4				4	3	4
	A(%)				27	36	36				36	27	36
Selecting student activities	S(F)		5	5	1	4	1	1	6	4	1	2	2
	S(%)		31	31	6	25	6	6	38	25	6	13	13
	A(F)		1	1	1	3	5		1	1		3	6
	A(%)		9	9	9	27	46		9	9		27	55
Determining techniques and procedures for evaluating student achievement	S(F)	4	5	5		1	1	2	6	5	2		1
	S(%)	25	31	31		6	6	13	38	31	13		6
	A(F)		1	1	5	4			1	1	4	5	
	A(%)		9	9	46	36			9	9	36	46	
Locating teacher reference materials for use during lesson planning	S(F)	5	7	3			1	4	8	2		1	1
	S(%)	31	44	19			6	25	50	13		6	6
	A(F)		3	4	2		2	1	3	2	3		2
	A(%)		27	36	18		18	9	27	18	27		18
Locating resource materials for student use	S(F)	7	5	1	2		1	5	7	2	1		1
	S(%)	44	31	6	13		6	31	44	13	6		6
	A(F)	2	3	2	3	1		3	1	2	4	1	
	A(%)	18	27	18	27	9		27	9	18	36	9	
Determining what instructional materials and equipment are needed	S(F)	4	6	1	3	1	1	4	6	3	2		1
	S(%)	25	38	6	19	6	6	25	38	19	13		6
	A(F)	1	1	3	1	3	2	1	1	3	1	3	2
	A(%)	9	9	27	9	27	18	9	9	27	9	27	18

*S(F) - Spring 1975 Frequencies A(F) - Autumn 1975 Frequencies
S(%) - Spring 1975 Percent (adj) A(%) - Autumn 1975 Percent (adj)

PART IIB. In the complete curriculum guide, there are other sections or components designed to aid in planning educational programs. Please indicate the degree of usefulness you feel each of the following components has to you as a classroom teacher for planning, conducting and evaluating programs.

		Not Useful					Very Useful
Components		0	1	2	3	4	5
Introductory section including both: "Career Education--The Step Beyond" and "Local Program Development and Implementation" sections.	S(F)		5	3	6	1	1
	S(%)		31	19	38	6	6
	A(F)		1	3	5	2	
	A(%)		9	27	45	18	
K-6 or 7-9 Career Development Infused Modules.	S(F)		5	3	6		1
	S(%)		33	20	40		7
	A(F)			2	4	4	1
	A(%)			18	36	36	9
"Purpose and Use of this Guide" section.	S(F)	1	6	2	4	2	1
	S(%)	6	38	13	25	13	6
	A(F)	1	1	2	6	1	
	A(%)	9	9	18	55	9	
"Some Questions Asked by Teachers" section.	S(F)	1	5	1	3	3	1
	S(%)	7	36	7	21	21	7
	A(F)	1	1		4	4	1
	A(%)	9	9		36	36	9

PART III. The following statements are designed to determine your reaction to the curriculum guide as an aid in planning and teaching. Please indicate your level of agreement or disagreement with each statement by circling the approriate category.

SA - Strongly Agree A - Agree D - Disagree SD - Strongly Disagree

		SA	A	D	SD
The objectives did not clearly state the performance(s) expected of students.	S(F)	4	7	3	2
	S(%)	25	44	19	13
	A(F)	0	2	8	1
	A(%)		18	73	9
The content areas in the "Instructional Activities" section (based on the career development concepts) are specific enough for planning a unit.	S(F)	1	5	6	5
	S(%)	6	29	35	29
	A(F)	3	6	2	
	A(%)	27	55	18	

		SA	A	D	SD
The student activities were realistic for use in our local program.	S(F)	1	5	4	7
	S(%)	6	29	24	41
	A(F)		10	1	
	A(%)		91	9	
The suggested student learning activities in the guide tended to stimulate my thinking to determine other activities I could use.	S(F)	3	6	5	1
	S(%)	20	40	33	7
	A(F)	2	8	1	
	A(%)	18	73	9	
The evaluation activities suggested are not adequate to determine how well a student can perform a task.	S(F)	2	8	5	
	S(%)	13	53	33	
	A(F)		2	9	
	A(%)		18	82	
The evaluation activities suggested were too complicated for me to use.	S(F)		3	9	3
	S(%)		20	60	20
	A(F)		3	8	
	A(%)		27	73	
Our school did not have adequate equipment needed for teaching the unit.	S(F)	4	7	4	1
	S(%)	25	44	25	6
	A(F)		4	7	
	A(%)		37	63	
The instructional materials needed for the unit are available in our school.	S(F)		3	7	5
	S(%)		20	47	33
	A(F)		7	4	
	A(%)		64	36	
The resources cited in the instructional units are not readily available.	S(F)	8	5	3	
	S(%)	50	31	19	
	A(F)	3	4	4	
	A(%)	27	36	36	
I would rather have instructional materials I could teach from rather than the curriculum guides for planning what to teach.	S(F)	6	6	3	
	S(%)	40	40	20	
	A(F)		6	4	1
	A(%)		55	36	9
I think the best use of the curriculum guide is for planning programs rather than developing teaching plans.	S(F)	2	8	4	
	S(%)	14	57	29	
	A(F)		6	5	
	A(%)		55	45	

		SA	A	D	SD
The guide I used is superior to other available guides that I have used.	S(F)	1	2	6	5
	S(%)	7	14	43	36
	A(F)		6	5	
	A(%)		55	45	
I would recommend this guide to other teachers for use in planning their teaching.	S(F)		6	5	5
	S(%)		38	31	31
	A(F)	1	7	3	
	A(%)	9	64	27	
This curriculum guide is not as helpful as others I have used.	S(F)	6	6	4	
	S(%)	38	38	25	
	A(F)	1	4	5	1
	A(%)	9	36	46	9
This curriculum guide does not contain enough content material to be very useful.	S(F)	7	6	2	
	S(%)	47	40	13	
	A(F)	1	3	5	2
	A(%)	9	27	46	18
The suggested learning activities and evaluation activities are very helpful in planning lessons.	S(F)	2	5	5	4
	S(5)	13	31	31	25
	A(F)	3	7	1	
	A(%)	27	64	9	
The career development concepts covered in the guide is not broken down into logical units.	S(F)	2	4	9	
	S(%)	13	27	60	
	A(F)		1	10	
	A(%)		9	91	
The resource section at the end of the unit was not very helpful in planning to teach the unit.	S(F)	6	9	2	
	S(%)	35	53	11	
	A(F)	1	6	3	1
	A(%)	9	55	27	9
The guide will be very helpful for use when determining equipment and material needs for my classroom.	S(F)		3	10	4
	S(%)		18	59	24
	A(F)		7	4	
	A(%)		64	36	
The units in this guide are too ambiguous to be very helpful.	S(F)	4	7	5	
	S(%)	25	44	31	
	A(F)		1	8	2
	A(%)		9	73	18

CAREER PREPARATION TEACHERS
SPRING FIELD TEST

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Chariho High School
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Manhattan High School
Manhattan, Kansas 66502

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Sheldon, Iowa 51201

Lawrence J. Verner
Riggs Senior High School
Pierre, South Dakota 57501

Eric Waleryszak
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Botkins High School
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Cory-Rawson High School
Rawson, Ohio 45881

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Columbus, Ohio 43204

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Gallatin Senior High School
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ADEQUACY AND USEFULNESS OF CAREER (VOCATIONAL) PREPARATION IN AGRIBUSINESS CURRICULUM GUIDES

The following information is necessary in order for us to determine (1) the extent to which you used the Career Preparation curriculum guide for making instructional decisions and (2) your reactions about the usefulness and adequacy of the guide.

Please respond to all questions or statements according to the instructions at the beginning of each section.

PART I

Frequency		Percent (Adjusted)		
(S)*	(A)*	(S)*	(A)*	
				1. From which curriculum guide did the unit above come?
10	19	32	40	Agricultural Production
2	15	7	15	Agricultural Supplies and Services
2	3	7	6	Agricultural Equipment & Mechanics
0	1	-	2	Agricultural Products
6	14	19	30	Ornamental Horticulture
3	3	10	6	Agricultural Resources
6	0	19	-	Forestry
2	0	7	-	Environmental Protection
				2. Approximately how many hours did you spend in planning this unit before teaching it:
0	4	-	9	less than an hour
5	9	18	20	1-3 hours
11	15	39	33	4-6 hours
5	7	18	16	7-9 hours
3	3	11	7	10-12 hours
1	3	4	7	13-15 hours
3	4	11	9	more than 15 hours

Mean (Hrs.)		S.D.		
(S)	(A)	(S)	(A)	
11.1	12.3	6.2	7.8	3. Approximately how long did you spend teaching the unit in the classroom?
4.5	5.9	3.5	5.9	Approximately how long did you spend teaching the unit outside the classroom?

* S - Spring 1975
* A - Autumn 1975

4. Please indicate whether you used any of the audio-visual aids listed below in teaching the unit.

Frequency (S)	Frequency (A)	Percent (Adjusted) (S)	Percent (Adjusted) (A)	
12	23	44	49	Transparencies
13	22	48	47	Slides
13	8	48	17	Films (16 mm)
4	8	15	17	Film strips
1	1	4	2	Film loops
0	1	-	2	Video tape
2	1	7	2	Tape recorder
2	4	7	9	Camera
3	4	11	9	Portable laboratory
7	20	25	43	Other

PART IIA. For the activities below, please indicate (1) in the left column the extent to which you used the curriculum guide to achieve the activity and (2) in the right-hand column, the value you think the curriculum guide was for achieving each listed activity.

		Did Not Use					Used Extensively	No Value					Great Value
Activity		0	1	2	3	4	5	0	1	2	3	4	5
Determining the objectives or behavioral outcomes desired from instruction	S(F)*	2	4	2	6	9	4	1		5	8	10	3
	S(%)*	7	15	7	22	33	15	4		19	30	37	11
	A(F)*	1	5	7	13	12	4		5	9	15	9	6
	A(%)*	2	12	17	31	29	10		41	21	34	21	14
Selecting content or subject matter	S(F)		4	4	4	10	5		2	5	6	8	6
	S(%)		15	15	15	37	19		7	19	22	30	22
	A(F)	2	5	5	16	11	3	1	8	7	11	9	8
	A(%)	5	12	12	38	26	7	2	18	16	25	21	18
Selecting student activities	S(F)		8	6	7	6			7	6	7	6	1
	S(%)		30	22	26	22			15	22	26	33	4
	A(F)	4	3	12	9	10	4	2	7	9	11	10	5
	A(%)	10	7	29	21	24	10	5	16	21	25	23	11
Determining techniques and procedures for evaluating student achievement	S(F)	1	7	9	5	5			7	6	7	6	1
	S(%)	4	26	33	19	19			26	22	26	22	4
	A(F)	5	7	11	11	8		4	8	9	14	8	1
	A(%)	12	17	26	26	19		9	18	21	32	18	2

PART IIA (continued)

		Did Not Use					Used Extensively	No Value					Great Value
Activity		0	1	2	3	4	5	0	1	2	3	4	5
Locating teacher reference materials for use during lesson planning	S(F)	3	5	5	7	1	6	1	5	6	6	3	6
	S(%)	11	19	19	26	4	23	4	19	22	22	11	22
	A(F)	6	5	5	14	8	4	5	3	4	13	14	5
	A(%)	14	12	12	33	19	10	11	7	9	30	32	11
Locating reference materials for student use	S(F)	3	7	8	5	2	2	2	5	6	8	2	4
	S(%)	11	26	30	19	7	7	7	19	22	30	7	15
	A(F)	8	8	12	7	6	1	6	5	13	9	8	3
	A(%)	19	19	29	17	14	2	14	11	30	21	18	7
Determining what instructional materials and equipment are needed	S(F)	2	2	4	10	8	1	1	1	3	9	10	3
	S(%)	7	7	15	37	30	4	4	4	11	33	37	11
	A(F)	2	5	8	12	10	5	1	6	5	13	14	5
	A(%)	5	12	19	29	24	12	2	14	11	30	32	11

PART IIB

In each of the curriculum guides there are other sections or components designed to aid in planning educational programs. Please indicate the degree of usefulness you feel each of the following components has to you as a classroom teacher for planning, conducting and evaluating programs. Your response should be related to the particular curriculum guide you used for this project.

		Not Useful					Very Useful
Components		0	1	2	3	4	5
Recommended Facilities and Equipment	S(F)	2	1	6	6	10	2
	S(%)	7	4	22	22	37	7
	A(F)	2	9	5	16	6	5
	A(%)	5	21	12	37	14	12
Teacher Requirements and Responsibilities	S(F)	1		3	15	8	
	S(%)	4		11	56	30	
	A(F)		11	11	5	13	3
	A(%)		26	26	12	30	7

PART IIB (continued

Components		Not Useful 0	1	2	3	4	Very Useful 5
Scientific and Technical Societies and Trade Associations	S(F)	5	4	2	7	9	
	S(%)	19	15	7	26	33	
	A(F)	2	12	7	10	8	3
	A(%)	5	29	17	24	19	7
Employment Opportunities	S(F)	3	2	5	10	7	
	S(%)	11	7	19	37	26	
	A(F)	3	8	10	11	5	5
	A(%)	7	19	24	26	12	12

PART III. The following statements are designed to determine your general reaction to the curriculum guide as an aid in planning and teaching. Please indicate your level of agreement or disagreement with each statement by circling the appropriate category.

SA - Strongly Agree   A - Agree   D - Disagree   SD - Strongly Disagree

		SA	A	D	SD
The objectives clearly state the performance(s) expected of students.	S(F)	12	14	1	
	S(%)	44	52	4	
	A(F)	10	34	1	
	A(%)	22	76	2	
The content areas in the "Instructional Areas" section of the unit are specific enough for planning a unit.	S(F)	6	18	3	
	S(%)	22	67	11	
	A(F)	9	26	8	2
	A(%)	20	58	18	4
The study areas were not listed in a manageable sequence for planning my teaching strategy.	S(F)	2	4	20	1
	S(%)	7	15	74	4
	A(F)	4	16	22	3
	A(%)	9	36	49	7

PART III (continued)

		SA	A	D	SD
This curriculum guide does not contain enough content material to be very useful.	S(F)	5	6	10	6
	S(%)	19	22	37	22
	A(F)	7	10	24	4
	A(%)	16	22	53	9
The material in the guide was often not technically correct.	S(F)	0	2	19	6
	S(%)	-	7	70	22
	A(F)	0	3	37	5
	A(%)	-	7	82	11
The student activities were realistic for use in our local program.	S(F)	2	19	6	0
	S(%)	8	70	22	-
	A(F)	5	34	6	0
	A(%)	11	76	13	-
The suggested student learning activities in the guide tended to stimulate my thinking to determine other activities I could use.	S(F)	2	22	2	1
	S(%)	7	82	7	4
	A(F)	6	33	3	1
	A(%)	14	77	7	2
The evaluation techniques suggested are not adequate to determine how well a student can perform a task.	S(F)	2	7	14	3
	S(%)	8	27	54	12
	A(F)	1	9	31	2
	A(%)	2	21	72	5
The evaluation techniques suggested were too complicated for me to use.	S(F)	0	2	15	9
	S(%)	-	8	58	35
	A(F)	0	2	36	5
	A(%)	-	5	84	12
Our school has most of the equipment suggested for teaching the unit.	S(F)	7	8	19	2
	S(%)	26	30	37	7
	A(F)	6	23	12	3
	A(%)	14	52	27	7
The instructional materials recommended in the unit are available in our school.	S(F)	4	9	11	3
	S(%)	15	33	41	11
	A(F)	5	18	18	3
	A(%)	11	41	41	7

PART III (continued)

		SA	A	D	SD
The teacher references cited in the instructional units are readily available in our school or district.	S(F)	5	8	9	5
	S(%)	19	30	33	19
	A(F)	2	19	30	3
	A(%)	5	43	46	7
The bibliography at the end of the unit was not very helpful in planning	S(F)	1	9	12	5
	S(%)	4	33	44	19
	A(F)	1	16	24	3
	A(%)	2	36	55	7
The guide will be very helpful for use when determining equipment and material needs for our department.	S(F)	8	15	3	1
	S(%)	30	56	11	4
	A(F)	9	28	8	
	A(%)	20	62	18	
I would rather have instructional materials I could teach from rather than the curriculum guides for planning what to teach.	S(F)	7	6	8	6
	S(%)	26	22	30	22
	A(F)	6	18	19	
	A(%)	14	42	44	
I think the best use of the curriculum guide is for planning programs rather than developing teaching plans.	S(F)	5	11	9	2
	S(%)	19	41	33	7
	A(F)	7	20	16	
	A(%)	16	47	37	
The guide I used is superior to other available guides that I have used.	S(F)	4	13	7	1
	S(%)	16	52	28	4
	A(F)	7	20	16	
	A(%)	16	47	37	
I would recommend this guide to other teachers for use in planning their teaching.	S(F)	6	17	3	
	S(%)	23	65	12	
	A(F)	3	36	5	
	A(%)	7	77	11	
This curriculum guide is not as helpful as others I have used.	S(F)	1	5	13	5
	S(%)	4	21	54	21
	A(F)	1	12	25	4
	A(%)	2	27	60	10

PART III (continued)

		SA	A	D	SD
The material covered in the guide is broken down into logical units.	S(F)	6	21		
	S(%)	22	78		
	A(F)	7	33	3	1
	A(%)	16	75	7	2
The units in this guide are too ambiguous to be very	S(F)			20	7
	S(%)			74	26
	A(F)	1	3	34	4
	A(%)	2	7	81	10

*S(F) - Spring 1975 - Frequencies
*S(%) - Spring 1975 - Percent (adj)

*A(F) - Autumn 1975 - Frequencies
*A(%) - Autumn 1975 - Percent (adj)

CAREER AWARENESS AND CAREER EXPLORATION RESULTS
FIRST PHASE FIELD TEST

Unit	No. of Students	Grade Level of Class	Pretest ($\overline{X}_{pr}$)	Posttest ($\overline{X}_{po}$)	Difference ($\overline{X}_{po} - \overline{X}_{pr} = \overline{X}_d$)
Peanut Butter Maker Class					
#1	22	K	453.35	546.62	93.27
2	39	K	421.72	600.03	178.31
3	42	K	443.82	594.33	150.50
4	26	K	431.95	549.18	162.23
5	37	K	441.39	462.96	21.57
Park Ranger Naturalist Class					
#1	19	1	471.18	549.29	78.11
2	17	1	523.44	525.93	2.49
3	20	1	417.18	540.15	122.97
4	20	1	468.56	513.46	44.90
5	20	1	446.87	578.32	131.46
Florist Class					
#1	24	1	527.75	561.95	34.20
2	19	2	461.32	526.73	65.41
3	17	2	480.31	528.71	48.40
4	23	2	427.04	449.58	22.54
5	24	2	494.12	504.81	10.69
6	22	2	494.64	489.09	-5.55
7	21	2	517.87	493.19	-24.68

Unit	No. of Students	Grade Level of Class	Pretest $(\bar{X}pr)$	Posttest $(\bar{X}po)$	Difference $(\bar{X}po - \bar{X}pr = \bar{X}d)$
Farm Equipment Mechanics Class					
#1	18	3	418.69	538.21	119.52
2	22	3	515.05	520.20	5.15
3	20	3	439.14	560.84	121.70
Forest Technician Class					
#1	20	3	436.61	516.17	79.56
2	20	3	491.30	555.93	64.64
Feed Sales Personnel Class					
#1	21	6	487.66	513.41	25.75

CAREER AWARENESS AND CAREER EXPLORATION RESULTS
SECOND PHASE FIELD TEST

Unit	No. of Students	Grade Level of Class	Pretest ($\overline{X}pr$)	Posttest ($\overline{X}po$)	Difference ($\overline{X}po - \overline{X}pr = \overline{X}d$)
Peanut Butter Maker Class					
#1	14	—	548.10	485.90	-62.20
2	19	K	419.30	600.90	181.60
3	19	K	432.10	521.80	89.70
Park Ranger Naturalist Class					
#1	16	—	458.10	481.20	23.10
2	25	2	448.30	590.50	142.20
Florist Class					
#1	14	2	546.00	516.90	-29.10
2	15	2	390.00	551.30	161.30
Forest Technician Class					
#1	16	3	461.60	488.40	26.80
2	16	3	498.40	535.80	37.40
3	14	3	538.50	469.80	-68.70
Farm Equipment Technician Class					
#1	15	—	463.20	536.20	74.60
2	22	4	501.40	501.40	00.00

Unit	No. of Students	Grade Level of Class	Pretest $(\bar{X}pr)$	Posttest $(\bar{X}po)$	Difference $(\bar{X}po - \bar{X}pr = \bar{X}d)$
Environmental Technician Class					
#1	32	4	498.70	451.46	-47.24
2	23	5	487.00	539.40	52.40

CAREER PREPARATION RESULTS
FIRST PHASE FIELD TEST

Unit	Group	No. of Students	Grade Level of Class	Pretest $(\bar{X}pr)$	Posttest $(\bar{X}po)$	Difference $(\bar{X}po - \bar{X}pr = \bar{X}d)$
Breeding Systems Class						
#1	G	8	12	481.43	576.36	94.93
2	O	20	10	472.45	504.43	31.98
Balancing Rations Class						
#1	G	35	10	472.45	504.43	31.98
2	O	30	9	427.28	540.28	113.00
3	G	15	10	491.10	634.29	143.19
Market Classes & Grades of Livestock Class						
#1	G	49	11 - 12	455.36	500.87	45.51
2	O	52	9 - 10	470.50	531.63	61.13
Castrating, Dehorning, & Injecting Livestock Class						
#1	G	9	10	441.03	507.41	66.39
2	O	25	10	393.12	478.36	85.24
3	G	33	11	506.39	575.21	68.82
4	O	18	9	486.37	568.27	81.90

Unit	Group	No. of Students	Grade Level of Class	Pretest ($\bar{X}$pr)	Posttest ($\bar{X}$po)	Difference ($\bar{X}$po - $\bar{X}$pr = $\bar{X}$d)
Controlling Weeds in Farm Crops						
Class #1	O	16	--	461.63	538.36	76.73
Detecting & Controlling Livestock Diseases						
Class #1	O	14	10 - 11	517.36	550.75	35.39
2	G	22	9	408.48	548.15	139.67
Electric Welding						
Class #1	O	23	11	462.89	517.47	54.58
2	G	24	10	484.78	506.67	21.89
Using Concrete on the Farm						
Class #1	O	22	—	452.85	598.13	145.28
2	G	16	11	452.07	477.80	25.73
Maintenance of Small Gasoline Engines						
Class #1	G	13	10 - 11	484.15	570.08	85.93
2	G	11	9	467.98	467.98	00.00

Unit	Group	No. of Students	Grade Level of Class	Pretest ($\bar{X}pr$)	Posttest ($\bar{X}po$)	Difference ($\bar{X}po - \bar{X}pr = \bar{X}d$)
Electric Motors Selection & Maintenance Class #1	O	19	12	470.57	529.43	58.86
Ag. Supply Salesmanship & Selling Class #1	G	16	11	487.79	512.20	24.41
Ag. Supply Business Procedure Class #1	G	17	10	475.54	524.43	48.89
Determining Fertilizer & Lime Needs Class #1	O	10	11	469.30	530.71	61.41
Utilizing Chemicals for Agricultural Problems Class #1	O	17	11 - 12	476.92	523.07	46.15

Unit	Group	No. of Students	Grade Level of Class	Pretest ($\overline{X}pr$)	Posttest ($\overline{X}po$)	Difference ($\overline{X}po - \overline{X}pr = \overline{X}d$)
Agricultural Equipment Salesmanship & Selling Class #1	G	9	10 - 11	556.08	443.85	-112.23
Compression of Single Cylinder Engines Class #1	O	6	11 - 12	410.83	505.83	95.00
Gasoline Fuel Systems Class #1	O	20	10	425.00	575.00	150.00
Electrical Systems Class #1	O	14	11 - 12	509.82	490.16	-19.66
Storing Food Products Class #1	G	4	--	473.28	526.73	53.45

Unit	Group	No. of Student	Grade Level of Class	Pretest $(\bar{X}pr)$	Posttest $(\bar{X}po)$	Difference $(\bar{X}po - \bar{X}pr = \bar{X}d)$
Identifying & Cutting Retail Beef Class #1	O	11	11	435.45	564.50	129.05
Identification & Selection of Trees and Shrubs Class #1	O	15	11	511.21	555.98	44.77
2	G	31	11	477.31	493.83	16.52
3	O	16	12	493.73	499.50	5.77
Planting Media Preparation Class #1	G	10	11 - 12	473.30	526.69	53.39
Arranging & Designing with Flowers Class #1	G	9	11 - 12	470.85	529.16	58.31
Pruning Trees & Shrubs Class #1	G	52	11	442.33	557.68	115.35

Unit	Group	No. of Students	Grade Level of Class	Pretest ($\overline{X}pr$)	Posttest ($\overline{X}po$)	Difference ($\overline{X}po - \overline{X}pr = \overline{X}d$)
Maintaining Turf Fertility Class						
#1	G	43	11 - 12	498.49	500.82	2.33
Grafting & Budding Class						
#1	O	11	11 - 12	536.74	561.50	24.76
2	O	17	10	430.08	604.60	174.52
3	G	15	12	423.16	465.30	42.14
Tree Identification Class						
#1	O	20	8	429.21	570.29	141.08
Forest Mensuration Class						
#1	O	18	11 - 12	459.80	477.90	18.10
2	G	8	12	559.30	565.30	6.00
Fish Management in Lakes, Ponds & Streams Class						
#1	G	16	9 - 10	452.07	477.80	25.73

Unit	Group	No. of Students	Grade Level of Class	Pretest ($\bar{X}$pr)	Posttest ($\bar{X}$po)	Difference ($\bar{X}$po - $\bar{X}$pr = $\bar{X}$d)
Land Use Classification & Conservation Class						
#1	G	6	11 - 12	468.43	531.53	63.10
Establishing Outdoor Recreation Enterprises Class						
#1	O	10	11	545.40	593.50	48.10
2	G	80	11	484.36	550.64	66.28
Chain Saw Maintenance Class						
#1	G	10	11 - 12	482.20	548.00	65.80
2	G	8	--	426.26	535.86	109.50
Felling, Limbing & Bucking Trees with a Chain Saw Class						
#1	O	20	11	468.20	459.70	-8.5
2	O	20	11	551.50	556.50	5.00

Unit	Group	No. of Students	Grade Level of Class	Pretest $(\bar{X}pr)$	Posttest $(\bar{X}po)$	Difference $(\bar{X}po - \bar{X}pr = \bar{X}d)$
Forest Management Practices Class #1	G	10	9	471.70	534.56	62.86
Establishing the Forest Class #1	G	11	10	455.57	544.42	88.85
Water Sources and Uses Class #1	G	50	11 - 12	462.92	537.07	74.15
Collection of Water Samples Class #1	G	23	10	423.16	465.30	42.14

CAREER PREPARATION RESULTS
SECOND PHASE FIELD TEST

Unit	Group	No. of Students	Grade Level of Class	Pretest $(\bar{X}pr)$	Posttest $(\bar{X}po)$	Difference $(\bar{X}pc - \bar{X}pr = \bar{X}d)$
Livestock Selection Class #1	O	30	9 - 10	528.78	558.05	29.27
2	G	24	12	384.35	507.52	123.17
Breeding Systems Class #1	G	14	11 - 12	451.20	536.30	85.09
2	O	15	11 - 12	478.51	533.13	54.61
Balancing Rations Class #1	O	18	9	483.10	532.80	49.70
Detecting & Controlling Livestock Diseases Class #1	G	27	10	471.30	528.68	57.38
Castrating, Dehorning & Injecting Livestock Class #1	G	27	9	431.13	568.90	137.77

Unit	Group	No. of Students	Grade Level of Class	Pretest ($\bar{X}pr$)	Posttest ($\bar{X}po$)	Difference ($\bar{X}po - \bar{X}pr = \bar{X}d$)
Market Classes & Grades of Livestock						
Class #1	G	5	--	554.80	445.10	-109.70
Controlling Weeds in Farm Crops						
Class #1	G	16	9	474.29	525.71	51.78
Electric Welding						
Class #1	G	13	10	467.60	618.38	150.78
2	O	11	10	440.37	542.21	101.84
3	O	13	10 - 11	443.91	568.85	124.94
4	G	8	11	428.28	435.30	7.02
Using Concrete on the Farm						
Class #1	G	19	10 - 11	431.32	568.68	137.36
Maintenance of Small Gasoline Engines						
Class #1	G	19	10 - 11	486.43	548.84	62.41
2	O	23	11 - 12	422.00	447.77	25.77
3	G	19	10 - 11	552.69	584.08	31.39

Unit	Group	No. of Students	Grade Level of Class	Pretest ($\overline{X}pr$)	Posttest ($\overline{X}po$)	Difference ($\overline{X}po - \overline{X}pr = \overline{X}d$)
Electric Motors Selection & Maintenance Class #1	G	9	11	447.70	552.60	105.20
Controlling Insects in Farm Crops Class #1	G	13	10	467.85	404.20	-63.65
2	O	21	10	474.60	604.70	130.10
Determining Fertility Needs Class #1	O	19	12	468.00	514.40	46.40
2	G	11	11 - 12	580.10	633.00	52.90
3	O	7	12	459.00	539.60	80.60
4	G	18	10 - 11	417.50	417.30	53.80
Drying Farm Crops Class #1	O	8	11 - 12	438.80	532.70	93.90
2	O	8	11 - 12	446.30	531.90	85.60
3	G	13	11 - 12	489.00	557.40	68.40
Keeping Farm Accounts Class #1	O	15	11	476.93	523.06	46.13

Unit	Group	No. of Students	Grade Level of Class	Pretest ($\overline{X}pr$)	Posttest ($\overline{X}po$)	Difference ($\overline{X}po - \overline{X}pr = \overline{X}d$)
Operation & Care of Small Gasoline Engines						
Class						
#1	G	19	11	431.10	556.80	125.70
2	O	25	11 - 12	515.60	570.80	55.20
3	G	23	--	435.60	480.60	45.10
Oxy-acetylene Welding						
Class						
#1	G	12	--	462.90	582.40	119.50
2	O	14	9	433.50	527.60	94.10
Selection of Common Hand & Power Tools						
Class						
#1	G	19	--	422.92	487.98	65.06
2	O	18	9 - 10	495.32	583.83	85.51
Agricutlural Business Salesmanship & Selling						
Class						
#1	O	20	--	460.64	542.42	81.78
2	G	11	8	445.99	548.57	102.58

Unit	Group	No. of Students	Grade Level of Class	Pretest ($\bar{X}pr$)	Posttest ($\bar{X}po$)	Difference ($\bar{X}po - \bar{X}pr = \bar{X}d$)
Business Procedures & Records						
Class						
#1	G	8	12	397.30	559.30	162.00
2	G	15	12	507.10	516.10	9.00
3	O	18	12	412.90	514.10	101.20
Determining Fertilizer & Lime Needs						
Class						
#1	G	18	11 - 12	493.30	564.50	71.20
2	O	12	12	413.90	499.40	85.50
Human Relations in Agricultural Supplies & Services						
Class						
#1	G	9	12	387.00	574.38	187.38
2	O	12	12	525.28	528.28	00.00
3	O	17	12	433.22	491.71	58.49
4	G	13	11 - 12	469.33	530.95	61.62
5	O	10	11 - 12	441.53	540.92	99.39
Formulating Feed Mixtures						
Class						
#1	G	8	11 - 12	471.53	528.48	56.95

Unit	Group	No. of Students	Grade Level of Class	Pretest ($\bar{X}$pr)	Posttest ($\bar{X}$po)	Difference ($\bar{X}$po - $\bar{X}$pr = $\bar{X}$d)
Compression System of Small Engines Class #1	O	22	11	359.60	578.28	218.68
2	G	16	11	500.38	563.33	62.95
Gasoline Fuel Systems Class #1	O	10	9 - 10	470.78	529.22	58.44
Electric Systems Class #1	G	19	12	480.70	519.30	38.60
Cooling Systems Class #1	G	9	12	482.60	517.40	34.80
Identifying & Cutting Retail Beef Class #1	G	11	12	454.52	640.35	185.83
2	O	25	10 - 11	422.67	535.58	112.91

Unit	Group	No. of Students	Grade Level of Class	Pretest ($\overline{X}pr$)	Posttest ($\overline{X}po$)	Difference ($\overline{X}po - \overline{X}pr = \overline{X}d$)
Identification & Selection of Trees & Shrubs Class						
#1	G	8	12	548.40	526.50	-21.90
2	G	17	11 - 12	424.50	477.70	53.20
3	G	23	10 - 11	477.40	568.80	91.40
Pruning Trees & Shrubs Class						
#1	O	9	12	472.20	549.10	74.90
2	G	14	11 - 12	450.50	498.70	48.20
3	G	26	11 - 12	422.80	596.50	173.70
Planting Media Preparation Class						
#1	O	18	11	417.83	538.76	120.93
2	G	39	9 - 10	454.45	505.96	51.51
3	O	15	12	510.54	644.50	133.96
Arranging & Designing with Flowers Class						
#1	G	21	11 - 12	487.24	515.28	28.04
2	O	12	12	427.27	568.27	141.00

Unit	Group	No. of Students	Grade Level of Class	Pretest ($\bar{X}pr$)	Posttest ($\bar{X}po$)	Difference ($\bar{X}po - \bar{X}pr = \bar{X}d$)
Grafting & Budding Class #1	G	11	12	426.30	573.70	147.40
Maintaining Turf Fertility Class #1	G	15	11	475.20	524.80	49.60
Landscape Insect & Disease Control Class #1	G	12	12	448.00	552.00	104.00
Use & Characteristics of Flowers Class #1	G	14	12	508.90	561.10	52.20
2	O	17	11 - 12	490.70	569.30	76.60
3	O	14	11	453.90	474.70	20.80
Landscape Site Preparation Class #1	G	15	11	465.70	534.30	68.60

Unit	Group	No. of Students	Grade Level of Class	Pretest ($\bar{X}$pr)	Posttest ($\bar{X}$po)	Difference ($\bar{X}$po - $\bar{X}$pr = $\bar{X}$d)
Propagation by Cutting Class #1	O	74	10	473.30	544.90	71.60
2	G	22	11	421.00	517.90	96.90
Selecting Turfgrasses Class #1	G	20	11 - 12	443.73	556.28	112.55
Tree Identification Class #1	O	14	11 - 12	448.10	556.00	107.90
Land Use Classification and Conservation Practices Class #1	G	35	11 - 12	443.00	557.00	114.00
Elementary Surveying Class #1	G	11	11	435.80	564.20	128.40
Chain Saw Maintenance Class #1	O	14	11	455.51	544.46	88.95

Unit	Group	No. of Students	Grade Level of Class	Pretest ($\overline{X}pr$)	Posttest ($\overline{X}po$)	Difference ($\overline{X}po - \overline{X}pr = \overline{X}d$)
Christmas Tree Production Class #1	G	22	11 - 12	483.50	562.50	79.00
Water Sources & Uses Class #1	G	15	12	236.32	248.04	11.72